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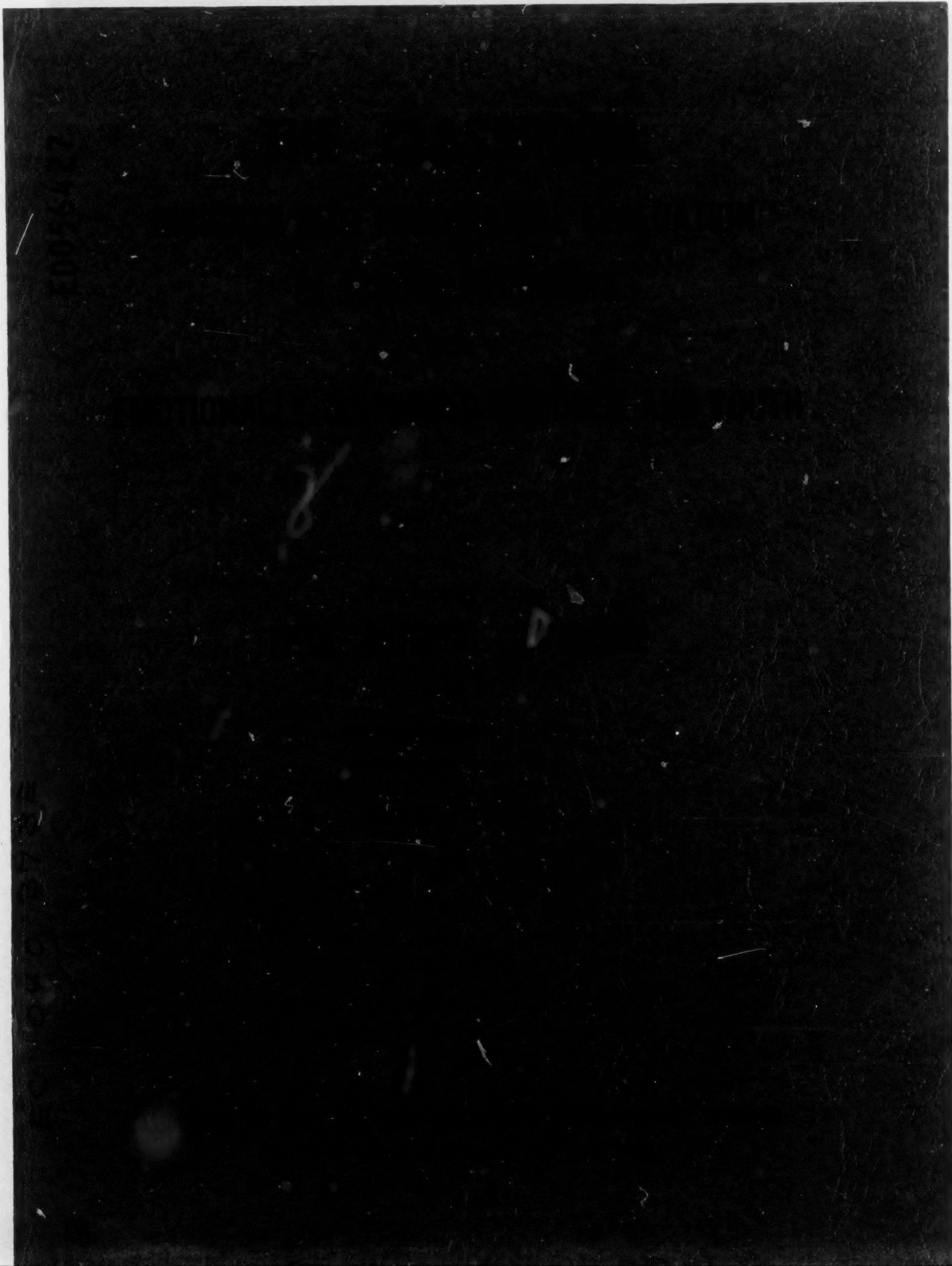
ED 056 427

EC 040 373

AUTHOR Friedman, Helen, Ed.
TITLE The Classroom: Insights into Educational Evaluation in School Programs for Emotionally Disturbed Children and Youth.
INSTITUTION Association of New York State Educators of the Emotionally Disturbed, Hawthorne.
PUB DATE 70
NOTE 184p.; Proceedings of the Fifth Annual ANYSEED Conference (Grossinger, New York, May 22-24, 1970)
AVAILABLE FROM ANYSEED, 226 Linda Avenue, Hawthorne, New York 10532 (\$3.00)
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS *Conference Reports; *Educational Programs; *Emotionally Disturbed; *Exceptional Child Education; Program Descriptions; *Program Evaluation; Teaching Methods

ABSTRACT

Presented are conference proceedings on evaluation of educational programs for emotionally disturbed children. Raphael F. Simches highlights past and future educational trends in programs for handicapped children. Fritz Redl stresses various motivations that may cause violent behavior. A systematic approach to classroom analysis via taxonomy of affective behavior is discussed by Leonard Kaplan. Use of photography as a teaching method is then examined by Samuel B. Ross, Jr. Tessie Sheingorn then explains that curriculum choice for emotionally disturbed children can result from teacher assessment. Need to bridge the gap between etiologically-oriented diagnosis and remedial planning gives rise to diagnostic remedial approach, as explained by Viola Kantrowitz, James Brown, and Elizabeth M. Koppitz. Mildred E. Huberman and others then investigate food as a psycho-educational tool. Description of project rejoin, an innovative job training program designed for emotionally disturbed female adolescents within a residential setting, is made by Richard R. Peters and others. Patricia Brennan and others then explain use of token economies in behavior modification programs in special education. Next, Robert B. Phillips and Robert J. Thomas discuss pre-occupational and vocational programs for the emotionally disturbed and learning disabled. (CB)



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THE CLASSROOM:
INSIGHTS INTO EDUCATIONAL EVALUATION
IN SCHOOL PROGRAMS
FOR
EMOTIONALLY DISTURBED CHILDREN AND YOUTH

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Proceedings of the Fifth Annual
Conference of the Association of New York State
Educators of the Emotionally Disturbed

Co-Sponsored by the New York State Education Department
(Bureau for Physically Handicapped Children)

Held at Grossinger's Hotel,
Grossinger, New York
May 22 - 24, 1970

* * * * *

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

This publication is a compilation of the proceedings of the Fifth Annual ANYSEED Conference held at Grossinger's Hotel, Grossinger, New York, on May 22nd through May 24th, 1970.

The value of publishing Conference Proceedings largely depends upon the value of the Conference itself. The great success of the Fifth Annual ANYSEED Conference indicates that the presentations, workshop and panel reports contained herein, will serve as a valuable supplement for educators of emotionally disturbed children and youth. For those who attended the Conference, it will serve as a reinforcement of the learning which took place. For those who did not attend, it will lend added insight in educating handicapped youth.

The editing of these Proceedings has been done by Helen Friedman, with assistance from William Schwartz and myself. The typing was done by Mrs. Evelyn Brashears, Union Free School District No. 3, Hawthorne Cedar Knolls School, and printed by Westmail Press in White Plains. To all responsible, we express our warm appreciation.

This book is affectionately and deservedly dedicated to Conrad G. Hecht and Norman E. Friedman. These two men have continued to serve us with unparalleled dedication and unselfish concern since the inception of ANYSEED.

Gerald E. Moore
President

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WELCOMING REMARKS
by Norman E. Friedman
ANYSEED President, 1969 - 1970

Good evening, ladies and gentlemen. It is my pleasure to officially welcome you to our Fifth Annual ANYSEED Conference.

I must share with you the fact that almost a year ago we came to Grossinger's to make arrangements for this conference. It was the first time the Committee had met here, and a very interesting thing took place. I am sure you are aware that Grossinger's has hundreds of conferences a year, and people in the hotel business are notoriously known for the fast and efficient manner that they offer service to their guests. We learned that Grossinger's - as well as other hotels, I guess - have their own language. When they met us and they learned the title of our organization, which of course is Association of New York State Educators of the Emotionally Disturbed - or, as we would prefer to be known, ANYSEED - they chose to call us by a different name. Since last June we have been known as "Emotionally Disturbed." All of the material that I have received from Grossinger's since our initial meeting has been addressed to Mr. Norman E. Friedman, Emotionally Disturbed, and I must tell you that I am beginning to believe it!

Many years ago, before ANYSEED existed, a man sat in Albany at the State Education Department and had an idea. His idea was that it would be a wonderful thing if, within this vast state of ours, a group of people - particularly classroom educators of disturbed children - could get together through the vehicle of an organization and really have a voice in their specialized profession. He thought about other organizations that serve educators of emotionally disturbed children, and while he completely respected them, he wanted to see an organization for teachers that would be run by teachers. The man in Albany traveled through New York State and planted this idea in the minds of several people. After some time, some of the people got together and listened to the man describe his plan. The man, of course, was Ray Simches; the people are those who served as the founders of ANYSEED, and most of them are still active today within this organization.

Because Ray Simches had the idea, each year at our ANYSEED Conferences, he has been invited - as a matter of protocol - to say a few words as the representative of the State Education Department, and more specifically, the Division for Handicapped Children. Almost every year he has been here and delivered a very brief speech. Somehow when he finished his speech each year, members of his audience would usually react to the ANYSEED Board in the following way:

Question: How come he only speaks for a few minutes? He has a lot to say.

Statement: That was a fantastic speech, much more interesting than our main speaker.

Question: I wonder what he would really say if he were not here wearing an official hat?

The ANYSEED Board listened carefully to the remarks that were made about Ray Simches' speech. At our first Executive Board meeting this year, the Board decided that this would be the year to invite the man, not from his office in Albany, but from his home.

Mr. Simches may, out of necessity, be here again wearing many different hats, but for us, now, he is a man who has a great deal to say to us. It is with much personal pleasure that I present to you the Keynote Speaker for this Conference, Mr. Raphael Simches, Albany, New York.

May 22, 1970

"INSIDE" OUTSIDER

by Raphael F. Simches, Assistant Director
Division for Handicapped Children
New York State Education Department
Albany, New York

I am pleased and honored to be able to speak to you this evening and share with you some of our mutual concerns regarding special education. I note that Governor Rockefeller has proclaimed May 17-May 24 as New York State Educators of the Emotionally Disturbed Week. In issuing this proclamation the Governor said, "The education of emotionally disturbed children and youth is recognized as an urgent, if difficult, undertaking in attaining our social objective of aiding each individual to realize his maximum potential." But of particular importance to this organization that has made itself felt in a relatively short period of existence in New York State was the Governor's reference to the organization in his proclamation. To quote the Governor, "This occasion is also an opportunity to promote greater public recognition and awareness of the efforts of ANYSEED, our state departments and other state and local groups. Their untiring pursuit of improved education, both present and future, for our emotionally disturbed children and youth deserves our attention and support." As a member of the State Education Department I feel confident I can speak for Commissioner Nyquist as to his deep interest in matters relating to disturbed children and special education.

When I was invited to speak to you, although I was confident concerning the substance of my presentation, I was not quite sure as to the title and so don't be misled by the title and I will try not to be misled by it. What I would like to stress are some of the major successes and failures of the decade with respect to programs and handicapped children and emerging trends for 1970. I will also speak to the role of the special educator as an active, involved, and committed person in lending his voice to the establishment of priorities for the society in which we all live and particularly those aspects of our society that impinge, infringe, and have an impact on children.

In describing the major successes and failures of special education in the past decade, I recall Commissioner Nyquist's favorite story about his favorite humorist, James Thurber, who replied in answer to the question, "How is your wife?" by asking in turn, "Compared to what?" So let me tell you how I view the state of how things are.

In the field of special education the past ten years have produced some very interesting highlights, some significant breakthroughs, and also some areas of activity that would not have won any Emmy awards for performance. Among the significant accomplishments during the ten year period has been the intervention of the Federal government in programs for the handicapped. This intervention has been on two levels; one through funneling funds to local educational agencies and State-operated programs to strength-

en, enhance, and expand programs as exemplified by Title VI-A of the Elementary and Secondary Education Act and P.L. 89-313, an amendment to Title I of the Elementary and Secondary Education Act. In addition to these titles, fifteen per cent of Title III, ESEA, and ten per cent of the Vocational Education Act of 1963 have resulted in an infusion of Federal funds to local educational agencies that surpasses anything to date. In addition to the allocation of funds, the Federal government has also undertaken to support and develop new approaches, new organizations, and new services on the Federal level. These programs include:

1. Regional resource centers which are to provide testing and educational evaluation to determine the special educational needs of handicapped children, develop educational programs to meet those needs, and assist schools and other appropriate agencies and organizations in providing such educational programs;

2. Centers and services for deaf-blind children which are to provide - through a limited number of model centers for deaf-blind children - a program beginning as early as feasible in life and which is effectively designed to enable deaf-blind children to achieve their full potential for communication with, and adjustment to, the world around them for useful and meaningful participation in society and for self-fulfillment;

3. Early education for handicapped children, a program which authorizes grants to be made for the development and carrying out of experimental preschool and early education programs for handicapped children;

4. Research, innovation, training, and dissemination activities in connection with centers and services for the handicapped, a program which provides for such activities as:

- a. Research to identify and meet the full range of special needs of handicapped children;
- b. Development or demonstration of new, or improvements in existing methods, approaches, or techniques, which would contribute to the adjustment and education of such children;
- c. Training (either directly or otherwise) of professional and allied personnel engaged or preparing to engage in programs specifically designed for such children, including payment of stipends for trainees and allowances for travel and other expenses for them and their dependents; and
- d. Dissemination of materials and information about practices found effective in working with such children;

5. Training personnel for the education of the handicapped, a program which provides grants to institutions of higher education for the training of personnel engaged or preparing to engage in employment as teachers or supervisors of handicapped children or to engage in research in fields related to the education of such

children. These grants are also available for the training of physical educators and recreational personnel for the handicapped;

6. Provision for research and demonstration projects relating to the education of handicapped children as well as in the field of physical education and recreation for the handicapped;

7. A program of instructional media for the handicapped that incorporates captioned films and educational media for handicapped children and the establishment of a National Center on Educational Media and Materials for the Handicapped; and, finally,

8. The support of special programs for children with specific learning disabilities.

These broad programs have tremendous implication for handicapped children in this country. Unfortunately, the allocations at the present time are far less than the Congressional authorization and in most cases, represent less than 50 per cent of the authorization. The Federal legislation does exist to provide for effective change. It is no longer a problem of legislation; it is a problem of money and implementation.

A second significant development during this period of time has been in the area of dissemination of information. This development is evidenced by the rapid expansion of instructional materials centers that are concerned with the effective utilization of media and materials for the handicapped. The effective utilization of these media does have an impact on teaching practices. This development has brought into sharp focus that a need exists for a facility to be concerned with the problems of research, product development, product distribution, product utilization, and the dissemination and retrieval of information. There are many good things occurring in classrooms throughout this country that need to be disseminated. There are many good teaching practices that need to be duplicated. There is much knowledge and educational technology that need to be utilized.

A third significant accomplishment, I believe, has been the regionalization of programs for low incidence children. The development of the deaf-blind centers is an example in this direction and states are continuing in their efforts to regionalize and centralize programs - particularly in rural areas - to meet the needs of severely multiple-handicapped children. Regionalization has also been developed through county boards of education, development of specialized schools drawing children from broad geographical areas, and the establishment of vocational high schools on an area basis as well as the development of the regional resource centers with Federal funds.

In the field of behavior management the last three or four years have seen significant changes. Operant conditioning as exemplified by the activities of many in this field is now becoming a major factor in programs for special education. With operant

conditioning techniques many teachers have found a program of management control which has brought about remarkable behavioral change in students in a relatively short period of time. I am sure you are all familiar with the work of Frank Hewett and others in this field.

During this period we have also seen the significant growth of parent-operated programs for the handicapped. I think this is a trend. Many states provide funds to private schools for the education of handicapped children who cannot be educated in regular public schools. Many of these private schools are operated by parent organizations. In New York State the program has grown from about \$12,000 in 1957 to approximately \$12 million in a period of thirteen years. This development is positive in that we are operating on the theory that all handicapped children must be helped and that facilities must be found whether private or public. However, a question can be raised whether this type of pluralism in education of the handicapped can be effective without the existence of standards, fiscal accountability, and educational responsibility. In addition, a serious question is raised, particularly in those situations where the development of the private facilities is due to a failure of the local public school district to meet the educational mandates under which it operates. Is this development of both private and public resources adding, expanding, and strengthening educational options or, in fact, is it a substitute of one system for another without any real addition to the broad range of needed educational programs?

An exciting development in the field of programming has been the new emphasis on individualized instruction. An example has been the work done in Olathe, Kansas. This approach - the development of educational materials based on behavioral objectives related to the individual child - has added a new dimension to our programs. It once again highlights individual differences and helps guard against the curriculum approaches that are based on the assumption that all handicapped children are alike and that all children within a given disability are alike. The approach highlights the variance that exists between individuals in any handicapped group.

Also during this period of time there certainly has been a striking utilization of the new educational technologies. Our dial access programs, computer-assisted instruction, compressed speech, the sophisticated multi-media hardware that has been developed with certain types of programs in the field of reading, perceptual training, auditory discrimination - all are highly suggestive of additional good things that are yet to come. However, there is the danger that we may rely too heavily on the material or media and forget that the most important instrument that we have in our system is the teacher; and in the areas of values, self-concept, psycho-social adjustment skills, the teacher will be the greatest resource.

The areas during the past ten years that have not contributed

as much as they might have, have been those concerned with research utilization; teacher training; implementation of legislation; maximizing options for programs and the utilization of labels in identifying children, developing legislation, and developing educational programs. With respect to teacher training, perhaps in the years to come we will see some major changes in this area. Dr. Donald Davies - with respect to the problem of teacher training - is quoted as indicating teacher education has been plagued with "good rhetoric and poor follow-through" and "when you get right down to it, has a pretty low place on the education totem pole." Also there is every evidence to suggest in terms of the new priorities for the Bureau of Educational Personnel Development, U.S. Office of Education, that the monopoly of the college as the only trainer and the summer institute as the only site for training of teachers is gone. School systems, state departments of education, and the community will become partners in the education of teachers. Of particular concern to you is the problem of certification for teachers of the emotionally disturbed.

Dr. William Tolley, former Chancellor of Syracuse University, also expresses his concern. He asks, "How many programs should we duplicate over and over with no one concerned with cost, quality, need, or waste?" He is quoted as saying, "the degree of waste in higher education staggers both the conscience and the imagination ..." and is second only to the waste in military expenditures.

I know a high priority has been placed on the program concerned with the right of children to read. However, I wonder if it would not be fruitful to place a priority that will be concerned with the right for children and those entering the field of education to be assured good teacher trainers, relevant teacher training programs, and universities that are committed and place a high value on teaching and the relationship between teacher and trainer.

Yes, there has been more money for research and demonstration, but what has been the nature of the research and demonstration projects? Has there been effective utilization of research? Have the research studies themselves been relevant to the problem of educating the handicapped child? Of the millions of dollars that have been spent on research, could we single out ten research projects that have had an impact on the education of the handicapped that have led to change in programs for the handicapped or that have contributed a body of knowledge that has permitted education to maximize opportunities for children to reach their full potentialities?

Probably the most controversial area in recent years has dealt with the labeling of handicapped children for purposes of identification, school placement, and legislation. In some situations such as legislation dealing with categorical aid, labeling has become important. We have learned through the realities of experience that general aid formulas do not benefit handicapped children. The case has been proven time and time again. Title III of the Ele-

mentary and Secondary Education Act, when initially passed, was to benefit all children, handicapped as well as the non-handicapped; but after a short period of time that law had to be amended to require that fifteen per cent of the funds be used for programs for the handicapped. The same experience occurred with the Vocational Education Law and there is now the requirement that ten per cent of funds have to be used for the handicapped. The use of labels to identify handicapped children for purposes of legislation have been positive. The handicapped child has not been protected by the compulsory education laws. There was the need to back up compulsory education laws with specific laws mandating programs for handicapped children, and it has been necessary to identify in law, for purposes of entitlement, different handicapped groups. But the use of labels for entitlement has not been effective with respect to appropriate educational program planning and evaluation or placement. In an article entitled "Special Miseducation," which appears in the publication of the Harvard Center for Law and Education, there is a discussion of the politics of special education that is directly related to the problems of labels and particularly the problem of placing children in special class programs on the basis of questionable standards. To quote from the article, "Assignment to special classes is apt to be both irrational and unrelated to the special needs of a particular child. Indeed in some sections of the city, administrators regard the classes as convenient places for dumping children who prove bothersome in the regular classrooms. Teachers, frustrated by their inability to control particular students and understandably worried about the effect of one disruptive child on the whole class, often seek placement as a way of ridding themselves of a difficult behavioral problem."

"And so many more boys than girls are assigned to special classes in the generally female atmosphere of Boston's elementary schools, and many more blacks than whites are placed in the distinctly Irish atmosphere of the city's classrooms. In many of those cases there is no prior testing, no post-placement testing, no notice to parents, no record, and no attention to the state regulations which require them all."

The article speaks for the importance of lawyers moving into the field of special education to guard against the abuse of misclassification in special education classes. Of particular interest in this respect are two recent decisions, one involving a case in New York and the other in California. The New York case, Macmillan V. Board of Education, involved a game of "brain-injured musical chairs ad infinitum." The issue dealt with the availability of a special class program for a brain-injured child. To meet the problem, children are reclassified and suddenly programs can be found.

In the case involving the State of California, the particular children involved were Mexican-American children and dealt with classification standards. The result of this suit was that the California Board of Education accepted responsibility of drafting

formal State regulations which would take into consideration the problems of testing Mexican-Americans and that the so-called mentally-retarded students would receive retests in their primary language. Where misplacements were unearthed, the State Board of Education would begin and continue to monitor special supplemental programs designed to reintegrate the misclassified student into the regular curriculum.

Other studies, such as Pygmalion in the Classroom, have dealt with the self-fulfilling prophecy that is implied in the label. I think a quote from Goethe speaks to this problem very well: "If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be."

In a recent publication put out by the President's Committee on Mental Retardation, reference is made to a "six-hour retarded child." And who is the "six-hour retarded child?" The "six-hour retarded child" may be that child "retarded from 9 to 3, five days a week, solely on the basis of an I.Q. score, without regard to his adaptive behavior, which may be exceptionally adaptive to the situation and community in which he lives."

We have not done well with this problem of labels and certainly as one looks into the future, we must find new ways to refer to children, new instrumentations to help to understand children, and a greater awareness to the assets and skills that children have going for them. We must develop the type of identification systems that provide an understanding of the child so that programs can be built around the child's skills rather than a taxonomy of labels that have a tendency to homogenize children into meaningless diagnostic label categories based primarily on psychometrics, medical findings, or psychiatric examinations. Labels are not what is needed if the labels provide for the exclusion of children from programs, constricted objectives, or predetermined aspirations.

Several months ago the world for a few minutes stood still as the astronauts in Apollo 13 - with the guidance and direction, and all the support of the technical know-how that is possible in this present age of electronics, computers, and scientific sophistication - struggled their way to come back to Earth after a rather violent, traumatic crisis in one of their life support systems. They were brought back from hundred of thousands miles in space and all concerned had a right to be proud of this achievement. The cost involved must have been in the millions of dollars for the entire effort. The cooperation and coordination between personnel must have been superlative.

Yet within the same period of time there were deaths of children below the age of 18 from narcotics, children in schools and homes whose psychological life support systems were being shattered and were we able to bring them home - we who have accepted the responsibility for the care, training, and education of handicapped children? Perhaps we did not have the options in our programs to

choose and select, to notify and substitute, as were available for the astronauts. There are very limited educational support systems in our schools for handicapped children as well as in our community. If one system fails, usually the child is lost. He becomes a dropout or a pushout. This failure to maximize our options for choosing and selecting educational programs for handicapped children has decreased our chances for success. In very broad terms, some of the goals of special education that we seek for children are increased mobility to move about in our society, increased degrees of freedom in choosing and selecting jobs, increasing the range of ability in making decisions. These very valid objective goals of increasing degrees of options we, as teachers, have failed to obtain for ourselves in meeting the needs of handicapped children. For the most part we are restricted to special classes, isolated institutions, or home instruction. Within a given disability area, such as the blind and speech handicapped, success has been made in the employment of an itinerant teacher assisting and providing a support system so that the child could be educated within the regular classroom. There has been isolated use of the "crisis teacher" and the so-called use of the "resource room," but what has been done in strengthening the teaching methods, the content and substance of the curriculum, increasing opportunities for post-high school handicapped children for training at the community college level? What has been done to further the interaction of the handicapped and nonhandicapped child in educational programs so that they can develop the mutuality of caring and concerning that is so important in the development of a human being? If special education has a discipline, it is a discipline that respects the integrity of the handicapped child regardless of the handicap and speaks to the need to respect, develop, and realize the worth that is part of all human life.

The final area of poor performance during these past years has been the implementation of legislation. This failure has been on several accounts - lack of space, lack of funds, lack of manpower - but unfortunately not because of a lack of children or a lack of interest or a lack of need. The failures relate to the value systems and the priorities that people outside of the field of special education have the primary power for decision-making. Until the teachers can affect such decision makers, we can expect more of the same. In our own State, legislation was enacted mandating certain programs for mentally ill children in psychiatric institutions. A recent report by the Citizens Committee for Children in New York speaks to the failure in the implementation of this legislation. The failure of implementing legislation unfortunately is not restricted to handicapped children. It has been highlighted in problems of civil rights and other social issues affecting minority groups. Perhaps more attention has to be paid to the implementers of legislations since the developers of legislation seem to have done their job.

What is the sum total of this review of the past ten years? To my system of addition and subtraction it adds up to the track that the inside outsiders in the field of education are still

handicapped children, teachers of the handicapped, and programs for the handicapped. The outsiders are still you, the special teacher, and your charge, the handicapped child. Yes, we are of concern and in the thinking of the boards of education but outside the consideration and the determination of priorities for the educational dollar. True, there are many more special classes for the handicapped, but are they in regular school buildings or are they in outside facilities, isolated and segregated, in rented stores or churches. Yes, there are more children carrying the label of handicapped - but for what purpose? To integrate them? To get them inside the heart and guts of regular education - or is it to keep them outside, outside the concern of the building principal? Outside of the concern of the regular class teacher, the gym teacher, the music teacher, the industrial arts teacher. Why do we find in certain communities a disproportionate number of black children and Puerto Rican children of low income groups in classes for mentally retarded children or classes for the emotionally disturbed and children from other socio-economic levels in classes for children with learning disabilities? Is that another technique to keep children outside or is it a way of providing an opportunity for them to become part of the fabric of education? Yes, there has been more money spent on traineeships and fellowships, but has the quality of teacher education improved? Has the special teacher been provided the opportunity to come inside and participate in the development of training courses? Or are they outsiders with respect to policy-making decisions that affect the training and quality of the programs that have been developed to train teachers of the handicapped? Yes, more states have mandatory provisions for handicapped children and have declared the right for handicapped children to be educated, but what has been the nature of the programs? Are they within the commitment of the state's educational programs or are they being developed outside and apart, isolated and insulated from the full commitment of the state's effort?

I think the paramount problem of the 1970's will be the role and function and involvement of the special education teacher, both as a member of the educational fraternity of teachers and as a concerned citizen actively involved in those areas of society that affect the lives of children. If we are desirous of change, then the teacher must begin to realize the important role she can play as a change agent. Too often one has the feeling that the special education teacher, as most teachers, is identified not as the producer of new knowledge or the disseminator of knowledge, but only as a utilizer of knowledge; not as an active person that is instrumental in bringing about change, but mainly one as a reactor to change. They have not been considered as decision-makers; they are not considered as planners and they are not considered as evaluators. I do not know whether this image is one that must remain without challenge - and I am not sure if it is to be challenged, the mechanisms by which the challenge can be provided with a degree of credibility. I have heard the criticism that special education is a "cop-out" for regular education. I have also heard that teachers have used the excuse of their full day's work as a "cop-out" for not getting involved in the political-social arena, a

very important arena in a democratic country that stresses peaceful change through the legislative process. What can the special teacher do within the framework of special education?

The special class teacher too often has been so grateful to do something for handicapped children that she has been satisfied with any facility, appropriate or not; has been satisfied that the principal leaves her alone; and has been satisfied to accept the awesome responsibility of being all things to that child. I think this is a serious mistake. It is time that principals and administrators and those who are identified "with regular education" have it placed squarely before them that the education of the handicapped child is their responsibility. It is their concern that those trained in the field of special education can assist, help, and take the responsibility for part of the job. But the school building principal must be made to realize that he has as much responsibility for what happens to that handicapped child as the teachers who are concerned with that child as well as any other child in that building. The special teacher should be a part of any kind of screening, evaluating, or identifying committee as an equal member. Too often the diagnosis, the labeling, and the placement involve people far removed from the special class program and in some cases far removed from the problem of instruction. The special education teacher should insist that she become a member of those committees that are charged with the responsibility of evaluating, placing, and developing educational programs for the handicapped child. It is only in this capacity that we can bring to bear the expertise that only comes from the experience of the classroom. Special education has isolated itself and this isolation has only been reinforced through the continuation of self-perpetuating interests and the protective attitude of those of us in special education. We need to emphasize to the general educator, to legislators, to the colleges and universities training teachers and administrators, the contribution that special education has made to the non-handicapped child and to general education, and not permit special education to be considered an isolated approach to handicapped children. Some of the contributions that have been made from the field of special education can be found in the area of testing and programs of early childhood education. There are many other examples; the work of Alfred Binet and Dr. Maria Montessori are just a few.

Special education is an instructional program and not a pupil personnel services program. The success of a special educational program relies primarily on the instructional skills as well as the effective utilization of instructional materials. The contribution of pupil personnel services is important in that effective educational evaluations can enable the teacher to increase understanding and insight. Such services are also vital in crisis periods but in the end they remain basically "enabling" services. Effective remediation is brought about as a result of interaction of child, material, and teacher.

Teachers must learn to respect their own competencies and

their skills and their unique knowledge of children. Who else spends as much time with the child during the waking day as the teacher, particularly at the elementary school level? Teachers must refuse their role as a minority group in decision-making with respect to the educational planning and programming of children. There is a reality to classroom teaching that cannot be found in textbooks, in the research environment, or the cognitive fantasy that can be found in the college seminar.

We must be alert to see that the philosophy of special education as well as the use of diagnostic labels for certain disability groups are not used by administrative planning and management forces to the detriment of the educational programs for handicapped children as well as non-handicapped children.

An important change agent that has been developed in recent years is the teacher union. I have some reservations as to the role of teacher unions if the efforts of the unions are only limited to employer-employee relationships and to teacher benefits; for if this be so, where will the union be to represent the handicapped child? In the field of the automotive industry, despite the existence of unions and the good intention of management, there was still a need for a Nader who would talk on behalf of the consumer. Unless special education teachers become involved in active teacher unions, is there not the danger that those who will speak for the teacher unions may not have the orientation, the understanding, or the educational needs that are identified with handicapped children? They may actually be speaking for educational programs that exclude, that segregate, that only reinforce the isolation of the handicapped. If special education teachers are not to become active members in the developing teacher unions then certainly those who are at policy-making levels should be acquainted with principles of special education that are valid and consistent with sound educational programs. If education is to be responsible for producing citizens who can make democracy succeed, then teachers must become involved in the democratic processes as they relate to all aspects of society affecting the environment in which we live.

And how about the role of the special teacher in matters that might fall in the social-political field? I cannot stress enough the importance of the special education teacher to become involved with those matters that affect education, since there is enough evidence to prove that one cannot change a part of a system without changing the entire system. To change the system does mean involvement, energy, persistence - all of the characteristics that are difficult to come by after spending five hours in a classroom - but nevertheless must be pursued. Change requires a sustained effort. Apathy is the ally of those who wish to maintain the status quo. If we are really concerned about strengthening educational programs and getting support for these changes, then we must begin to pursue involvement with a principal change agent - the legislator.

Contrary to what we read in the papers, I do not believe that teachers and schools are the victimizers of children and parents. True, there may be teachers who should not be in classrooms and school administrators who should not be in charge of buildings, but this is true in every profession. Doctors who should not be practicing medicine, lawyers who should not be in the field of law, plumbers and carpenters who should not be doing what they are doing. Instead, I believe the teachers and schools have become victims of the broad social issues that affect children, parents, and the educational programs. These issues include issues of poverty, the neglect of inner-cities, the fact that decisions affecting education are sometimes in the political arena rather than the educational arena, that the decision-makers who are concerned with educational accountability and cost-benefits are not responsive to educational needs or the priority that should be placed upon the importance of providing safe and good schools for teachers, children, and parents. Sometimes when I am asked to project the need for special educational programs in the future - and a question is raised about the medical advances, such as the rubella vaccine, and whether or not we will still have the large number of handicapped children in the future - I point out that we have many unsolicited contributors to the handicapped populations yet to come. Our drug companies have made their contribution through Thalidomide and, I am sure, other drugs that are being used on children. Certainly our munition manufacturers and defense manufacturers, through the use of their products in the battlefields throughout the world, are contributing to a reservoir of handicapped adults to say nothing about the contributions that poverty and malnutrition make. The past ten years have not been good years for users and consumers, but they certainly seem to have been good years for the producers. I am sure they have been excellent years for those who are in the business of manufacturing, marketing, producing, and distributing drugs such as heroin, LSD, opium, and the tangible aids and accessories that go with them. However, it certainly has been far from satisfactory for the consumers of these products. It has been a good ten years for products and a bad ten years for children throughout the world.

Therefore, teachers must become active in social issues. I repeat, the schools have been the victims, not the victimizers. The schools did not create ghettos, the schools did not create poverty, the schools do not create the zoning laws that lead to segregated communities, the schools did not create the high priorities for spending of Federal dollars. If the schools are asked to be accountable for both the educational program and the educational dollar that is spent, then why not ask the same question of other segments of our society? What has been the cost benefit and the accountability of the hundreds of millions of dollars that have been allocated for the military war effort? Or the subsidies that are part of our industrial organizations? Or the discrepancies in our system of taxation? Why is it that - according to the New York City Department of Consumer Affairs - the poor are cheated most frequently? That there is a tendency of low income groups to pay two to three times the fair market price of items? What brings

about a condition in our schools that a student will stab a teacher? These are social issues that require our concern. The teacher of the handicapped is not seeking a greater population. Our contribution is not in the number of special classes that can be created in the school system. It is not in increasing the number of children to be labeled "handicapped." Our contribution is in stressing the need to individualize programs, the need to express care and concern for the individual child, and the need to develop the curriculum, methods, and materials that are compatible with the assets of the child. We are not deficit trainers; we are asset seekers.

To be effective in strengthening educational programs, we must begin to get involved in the support of those changes both within the school and outside of the schools and to do so means greater involvement - greater involvement with other people who are effective change agents, such as lawyers, legislators, administrators concerned with budget, and members of school boards, and the Board of Regents themselves who have been given the authority for the administration and responsibility of educational programs for children. It must be realized that educational reform as well as social reform is achieved through legislative action with the responsibility for implementation at many levels of government.

This organization has been active in this direction and I hope that teachers will find the time and the energy to do so. For in this day of limited dollars and many priorities, who is to speak for what is needed in the field of education? The legislator is our agent for action, particularly within the framework of our democratic society. More attention must be paid to this very important person.

Our salvation lies not in technology, but in wisdom; not in computers, but in people; not in withdrawal, but in involvement with others. We need the employment of people who will create the environments that children can live in and become caring of others; not the employment of methods, labels, and curriculum objectives that create alienation and disaffection. We are living during a moment in time of great turbulence, of action, of confrontation, and encounter. Teachers should be - and must be - a positive part of this moment. In this present day we are exposed to many posters. Let ours read, "EDUCATION IS HEALTHY FOR CHILDREN AND OTHER LIVING THINGS."

Langston Hughes, in his poem "Harlem," asks:

"What happens to a dream deferred?
Does it dry up
Like a raisin in the sun?
Or fester like a sore -
And then run?
Does it stink like rotten meat?
Or crust and sugar over -
Like a syrupy sweet?"

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Maybe it just sags
Like a heavy load.
Or, does it explode?"

Change requires that we not defer our dreams as to what it is
we wish for the handicapped child in our educational programs.
Perhaps jointly we will prevent our dreams from drying up.

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INTRODUCTION OF DR. FRITZ REDL
by Norman E. Friedman

When ANYSEED was preparing for its very first Conference five years ago, the Executive Committee at that time had an opportunity to choose from the many experts in the field who might address their first Conference. They agreed unanimously that Dr. Fritz Redl was the one man whom they wanted to speak to the more than 600 people who were planning to attend that Conference.

Dr. Redl was commissioned at that time to stir up an audience. The title of his speech was, What Kids Stir Up In Us. Since that speech, the youngsters have continued to stir us up, and Dr. Redl is with us again, five years later, to discuss with us what goes into the behavior of aggressive children.

Dr. Redl's Curriculum Vitae is available to all of you in your Conference materials. Indeed, it is a most impressive record of books published, of papers presented, and of course, his own personal background.

But what is not in the Curriculum Vitae is the personality of the individual and what a truly warm and sincere person Dr. Redl is. I called him at ten o'clock in the evening at his home about six weeks ago to speak with him about the possibility of his rearranging his schedule to come to this Conference. From the moment we spoke then - and today - there has been a rapport and most cordial relationship. He has the facility of putting one at ease, and is indeed a delightful person to know.

It is with a great deal of pleasure that I introduce to you again the very first Keynoter at an ANYSEED Conference, Dr. Fritz Redl.

May 23, 1970

THE BEHAVIOR WAS VIOLENT ALL RIGHT;
BUT WHAT ELSE WENT INTO IT?

by Dr. Fritz Redl,

Distinguished Professor of Behavioral Sciences,
Wayne State University, Detroit, Michigan

A few months ago I was in San Francisco. My topics were "The Super-Ego Uniform and the Evening Civilian Clothes," and "The Mai Lai Incident and Its Implications on the Problems of War and Aggression." These are serious topics and the trouble is we don't know much about them. The word "aggression" has been batted around all over the place. It isn't funny, and even in the early days of research in psychoanalysis, we took aggression for granted.

Right now I find that most people think war has something to do with aggression. This is a bad mistake. We think it is aggressive to sit in a plane and punch a button and have someone die down there. Actually, the bombardier doesn't want to kill those people. He can't afford to be aggressive because in a push-button war, if you are aggressive, you can't accomplish your "mission." If you personally wanted to be aggressive, even in a normal plane you can't see a damned thing down below! How can you be sadistic, aggressive, and hostile, and still do the job! You need to invite people who are basically non-aggressive - or at least certainly not violent - in order to do the job of mass killing...and that's not the same as aggression. This has bothered me for a long time.

The real problem, though, is that we over-simplify. In analysis, for instance, we take the word "aggression" and we know what we're talking about. But aggression is such a global term. For instance, if I push that button on the plane because I'm freeing my country, I'm not committing an aggressive act. I'm even sorry when people have to die. I don't want them to die but that's warfare. Obviously, the term "aggression" is a very "wide" one. However, it must be channeled and carefully defined or it doesn't mean anything at all. If you say "aggressive" to me, I think of a wide range of different things.

At this moment, most of us are upset, not only by aggression, but about the form aggression takes in the young and the old. The "old" take it for granted. We can't learn any better; thus we can rationalize new wars. The "young" ones today don't take it for granted. They are very concerned about violence; and that, basically, is the topic today - "Violence and the Violent Act."

I want to talk about kids now. Let's assume they are showing violent behavior. We won't mention the kind of group - I don't care about that. Some of the violent behavior is primarily "guts" evidence. It's medicine against self-doubt. For instance, if you are a child in the United States right now, you have to be - or are expected to be - brave; you are not supposed to "chicken out" or shy away from danger. You never betray friends in distress and you

are a "regular" guy. Now - if I'm 12 to 15 years of age, how do I prove to myself that I've got "guts"? The best way is to talk to teachers aggressively. There is no other way out. Learning five more words in Latin won't do it. My behavior may look hostile to the teacher but it isn't really meant to be so. In fact, I may feel sorry for the nice teacher with whom I have to act this way. I really need some evidence that I have the virtues which the adult society of today prizes so highly. This is righteousness. This is courage. This is the ability to speak up under the impact of danger. Today, where is there any danger? I want to produce danger, not because I don't like you, but just because I have to have some danger. How can I prove that I'm loyal to the values which society preaches? So, if I'm in a given age range, my chance to prove that I have the stuff it takes to be what it deserves to be in this society, I have to produce a danger situation. In order to produce a danger situation, I have to get somebody mad at me.

Teachers may tell me stories of how proud they were that they ran faster than the neighbor whose fruit they were swiping from trees. However, the teacher got into less trouble because the fruit didn't require theft insurance or payment from an insurance company. So they had less trouble. They weren't called delinquents but they could finally prove that they could take a chance and be brave. How can one be brave unless he does something that is dramatic? Of course, if it's dramatic in a civilian society, it takes away some of the comforts of other people. So I have to produce some behavior which may have to be violent, not because I hate people, not because I want to be destructive - but because I have to "prove" myself. I have to prove that I have what it takes. I want to be a real rough guy, especially since my old man thinks I have it too soft and he doesn't think I'm much anyway. Some of the violent behavior by kids is actually "guts" evidence that I've got what you want me to have and that I'm really conforming to the value system that you want me to go into when I'm older. Up to the time when you send me into war and allow me to be killed, I have no other way of proving to you what you want me to prove - except through some violent behavior. Much of the violent behavior is primarily motivated by this. Basically, the motivation is not aggressive. The fun I get out of it is not destructive. The only pleasure I get out of it is that I prove to myself that if someone saw me now, they would realize I still have the "stuff it takes," although I still don't really have my old man's approval and he still doesn't think I'm so good.

Another source for violent behavior among kids would be "dis-loyal denial on the altar of our peer group code value system." When I came to this country thirty years ago, we talked about "adolescents." This was not as bad as calling children "teenagers." Most of the time, for the last 25 years, we bred a generation of "teenagers" who realized they really had no place in this society. They were rarely ever taken seriously by anyone. This has finally changed. Now most of the young are against the adults. An "adult" is someone over the age of 31, which is a stupid definition. It should be 98 - and your age should be 97!

Basically, there is now a total collective. It's not the kids or me; it's not the other game we had 15 years ago. Right now, if I am 60 or 70, it's us "young adults." "Young" is the total society. Who are the young and who are the old? We have an increased collectivization of the developmental stage of the younger versus the older. This means that everybody who is about my age changes with me, while everybody else who "ain't" is against me. This is very similar to caste and class prejudice. This is in terms of developmental phases rather than in terms of where you come from or where you live. What do you call it?

The socialists have for years carefully studied caste and class positions. We talk about socio-cultural frameworks - but we still don't have a term for this phenomena. Anyway, the point I am making is that sometimes the child has to produce violent behavior otherwise the people his own age would think he's being square or just no good. Actually I don't know why you are so generous with the term "rebel." We have very few rebels around. Many kids today are not rebels. We need many more to make a society. Many of today's kids are slavish dependents on the peer-group code. They have to live up to the present, poorly defined, peer culture. If anyone would ever call him a square, it is as bad as if anyone had called him - five to twelve years ago - a sissy. He would rather be dead than be called that. So it is slavish dependence on the peer-group code which produces a lot of behavior which is seemingly aggressive, destructive, challenging. Obviously, destruction occurs, but the fun is not in the destruction. In fact, he may be sorry for the damage. "I'm sorry that I have to do this to you, but no one in this outfit better be disrespectful to me by calling me a square who chickens out." So a second form and source of aggression and of violence is the desperate need to be sure you are "in" with the tough ones who support the peer-group code; not the adult code. Many violent, destructive acts take place because he'd rather do that than have somebody think he's really "chickening out." In fact, some of the nicest kids who - in just ten years from now - would serve good, constructive purposes are out breaking windows and burning up stuff. They are too young and too innocent for anything else; fools who don't know yet that this isn't where "it's at" this moment. More important for them is that nobody thinks they are soft. This is the outcome of a slavish dependence on a peer-group code.

We have a bigger problem. We haven't recognized it as such and, by the way, this is also part of the drug addiction problem - since some of the drug addiction problem has nothing to do with drugs! It starts before that. It's psychological addiction - the fear that somebody who tells the child to take the drug might say, "Now, what's the matter with you? Are you chickening out?" His reaction is, "I'd rather die with the god damned drug than not be considered 'respectable' by the group."

Sometimes some of the youngster's violence has nothing to do with the gratification of regression. He doesn't want to be aggressive. He just wants to be heard. I remember a mild case when

the head of a very authoritarian school system in Vienna - where teachers were obviously considered respected authority figures - came and said "I've got the most obedient kid here and yet, the kid is hidden under the furniture and is not moving out. He is already spitting at us and is rejecting the power of the teachers and his parents." Naturally! - since the poor kid was scared stiff! His father and mother said he had to wear long underwear because his grandma knitted it for him. He even had to wear it to school. It was nice long underwear and his grandmother worked a whole year at it. However, if he had to go to gym to undress in the year 1925 and was found wearing long underwear, well, you're just considered impossible by the other peers. So - he just couldn't face that. This kid therefore now hung on in desperation. He was disobedient. He had to be "tried and convicted" and finally dragged away from the furniture. He wasn't really destructive. He was simply screaming out his desperate plea, "Will you please listen! I tried to tell you I can't do it. You don't know what it's like to go to a gym in long underwear. You don't understand it. The only way I can defend myself is by kicking!" Fortunately, our children today have better opportunities to discharge their aggressions. That Vienna boy didn't hate anybody. He was guilty as hell. His behavior was a defense against not being heard. If nobody listens, the only way he can get attention is if he pauses or hangs on, or if he breaks windows or destroys things. If he's nice and decent and tries to talk, we won't listen. But maybe we'll listen to behavior - especially negative, destructive behavior. He doesn't even have a political ideology to cover it up. He just has a desperate need to be heard.

Unfortunately, if you can't "hear," nobody starts learning to hear because of aggression. On the contrary, people tend to close up their ears even more. However, destruction is not the main motivation. Gratification for oneself comes when you say, "At last, I've finally rescued myself from an unbearably embarrassing situation." And this, by the way, is another source of violence. Vandalism can easily be enclosed in violence.

Sometimes aggressive behavior is the only way you can cover up the anxieties within yourself. Sometimes you have to do something about these fears, and violence is certainly a clearcut, if simplistic, way of doing "something." And if you are too scared to even look around or too mad or too upset - you can say, "Well, at least I can breathe again." Often violent action serves primarily as a discharge agent. That is, if you do something, especially the more violent and aggressive it is, the more obvious it is (whether you have helped to solve the problem or not) you've helped "clear the internal air" for the moment. You'll worry about the solution tomorrow! Right now you feel proud. You've done something - you've done something and that's enough for now. That's all - which is about as crazy as you can get, because your actions may gratify your aggression or anger or despair or panic...but it has nothing to do with changing your environment. That's another story. Therefore, very often the eruption of violence is only an attempt to cope with internal despair.

A kid is worried. Maybe it's not too much - but it's too much fear to take. What will his father think when he comes back with a bad grade again? So the kid runs out of the house and slams the door. Actually, as his dad - at this minute - you're all right with him. He may not know you, but he likes you. Actually, he loves you - but that has nothing to do with it. The child has to do something about his despair, his panic, and his anxiety. Violent behavior helps. The behavior is aggressive all right, no question about it. However, the gratification does not come from aggression. It comes from coping with panic, despair, or fear. By the way, the result is the same: the windows are broken, he gets punched, and he gets unhappy and spat at - or whatever it is - but basically it makes a hell of a difference.

If I'm a teacher in a classroom, I'd like to know what I'm getting. If the kid hits me because he hates my guts, that is very different than the kid who jumps me because he is in a state of panic. I'd like to know because I might handle the second case. Personally, I don't mind; I'm used to it. I probably can even handle the first case, too. Naturally, I don't want to taste destructive behavior, but what the heck, it doesn't "really" mean anything. But I want to know where it comes from and what the actual issue is that I have to confront.

How do you meet the opponent who embarrasses you or makes you feel aggressive? This is a problem that many of my young supervisors or those in psychiatry have. You meet a child whose first response is pretty good. Then suddenly, he gets "nasty." He starts to play with your typewriter or looks through your filing cabinet. Of course you can't let it happen, so you react. Naturally you react - it's your typewriter. That's some of the things kids do, if they really want to get out of that interview.

By the way, the mistakes we make in interviews are so fascinating that I wish I had another hour on this point. We forget the length of time that kids can put up with. Fifty minutes can be absolutely crazy. After five minutes, all that has to be said has been said. The kid knows he's in the right. He's admitted his "wrongs." Why the hell sit around for another 45 minutes? Just to "spar" around? But would the agency like to pay you for just five-to-fifteen minute interviews when you're supposed to interrogate the child for forty minutes? Now the kid is definitely getting to the point where he finally proves that this son-of-a-bitch is just like the other bastards he met last time. Ha! Ha! Ha! And that's what they use as a very proficient defense against you. Now if you don't talk, you can usually out-sit most of them, most of the time. If they attack you and call you all sorts of things and doubt the legitimacy of your birth, or the fatherly implication of the sex life of your mother - well, as a therapist, you're supposed to be able to handle it and not get upset. However, if they touch your typewriter or your filing cabinet, you make such a rumpus that the other people say, "What's the matter, can't he handle a kid? He's supposed to be a psychiatrist!"

Anyway, this is one efficient technique in finally getting the guy to bounce him out of there. "If I'm really lucky and the guy who throws me out is my very own personal therapist, then I can make an elegant exit back to the ward and exclaim, 'Look how sick I am! He kicked me out!' Now everyone will treat me sympathetically...and now my teachers can say, 'If that guy couldn't handle you-what do they want from me? Why should we bother to?'" So there's the intellectual, corporeal, professional simplicity-arousal of dormant, not-so-conscious - and sometimes semi-conscious - hostility of professional people. The kid is very skillful. What he is really doing is producing aggressive, violent behavior in order to put you in an embarrassing position.

The kid thinks: "He is a fancy guy. How can I embarrass him? He doesn't get embarrassed very easily. But one thing is sure, if I put him in a position where he is forced to do the very same thing - that he sympathized with me just a little while ago for something that I shouldn't have done - then I've got him!" And, by the way, don't underestimate retarded kids. A kid with retardation doesn't mean a thing in this area. Some of these kids know exactly where your personal security comes from. And if he's a "half-dumb" kid with just a little bit of social perception left intact in spite of all you guys - guys who don't understand that it's caused by his neighborhood background - then he knows darn well what he can do with you. What he's going to do with you is hurt you where it hurts you the most and get you to say, "all right, if you act that way to me, I won't trust you anymore." Instead, what do I often do? Let's see.

So here I am - a psychiatrist with the kid and the child says, "I want to go for a walk with you. I don't want to be here." I say, "Of course, that's good. I like you." Now we come to the closed doors because we're in a closed-door unit - and, of course, I know the kid is all right - and he says, "Will you please let me be free a little bit by borrowing your key and opening the door just a little?" He looks at me and says, "Don't you trust me?" Now that's the last straw! Here I've built up trust with the child for five months. I've worked like mad with the son-of-a-gun. Now, how can I say I don't trust him? "Here's the key." But where's the kid? He's gone! Now, instead of saying, "Look, brother, I don't trust you at all. I trust your friendly gesture, maybe. I trust your good intentions, maybe. But what will you do with your good intentions after you have the key in your hand? That I'm not sure of as yet." That's what you have to say. But the point I was trying to make is that kids can use aggression of a destructive nature, primarily for putting their opponents into embarrassing positions. A child can really reconstruct how most of the time he turns out a loser when he breaks a window or really gets that big guy mad. The kid knows he'll have to pay so much for those little triumphs. But at least, those fancy guys with the big glasses, with eyes that look like X-ray machines. Now he's got him! "He won't even look at me! The guy just doesn't know what to do in the situation I've created. Isn't it wonderful to give him a run-around!"

In some of the childrens' psychiatric hospitals, they still make the idiotic mistake that a kid should sit in a chair for a long time while involved in therapy. If he's a mildly restless kid - maybe. But, brother, put him on a shrine and it couldn't be better. You put him in a chair and dare turn around and he goes like this..... If there's an audience watching, he's got them all with him. You get guilty because you know you can't put him on a chair forever. After all, the psychiatrist said, or Redl said, "you shouldn't keep him that long because timing is important. He has you on the run-around again. He has power over you right now."

Again, the point I'm trying to make is a lot of aggression is not "dirty." The kid doesn't hate his counselor. But from time to time, twenty-four hours a day, life in an institution demands reaction. You are always forced to be cautious because other people jump on top of you - so, you have to jump on them once in awhile - and no hard feelings meant. He'd like to say, "I've got to get back a little bit of the independence which you have taken away from me," - but he won't. So he can see that the counselor would like to grab him and take him back to the "quiet home." The counselor is embarrassed, the poor guy, because he really would like to hold the child down, and he feels guilty and miserable, and it isn't so funny. "I should really try to be nice to him, but I'm sorry - the hostility and hatred will have to remain. I'm not even being especially resistant."

By the way, be careful with the term, "resistance." It's constantly being abused. It's used correctly when a youngster acts in a certain way because he doesn't want to change. Unfortunately, we label some one "resistant" when he is showing any behavior you don't happen to like right now. If the patient doesn't cooperate - it's "resistance." It just may mean that the kid is showing a normal reaction against a stupid interpretation or wrong move. The patient may just be defending himself against the adult authorities' impact.

And, if you know your field, this happens to you right after you are really successful. A kid who doesn't give a damn about you wouldn't use this technique at all. He would use all of the others. However, he now realizes you are dangerous because "I'm becoming a fool - I'm beginning to trust the son-of-a-bitch. In a minute, he'll have me feeling guilty for things which I always enjoyed. I can't afford to have more problems! What the hell! It's too difficult. Let's 'hook him off!' Let's make him act just the same as all the other bastards whom I liked before him. Then I'm safe and I can happily go on being delinquent forever after." So when youngsters use this against you, it means they have "caught on." Always check the "danger" of your position in terms of the "delinquent." Where does his logic stem from?

Naturally, your other colleagues don't see it that way. They think you're a fool. You're just simple. Here is a kid you were supposed to "duce" away. Now you've got a discipline problem -

you're losing your "management." Actually, this is one of the biggest compliments to you because if the kid hated you, he wouldn't fight you this way. This is not the way you fight an enemy. This is the way you fight a friend whom you want to "unhook" because he may have too much influence over your life. So now he'll get as nasty as a bastard because then you will get as nasty as the other bastards in his life - and then he can enjoy his delinquency.

And this is why very "strange" behavior occurs. So what if he gets blamed for it? It makes no difference. Actually it's not hostility and he's not helpless. The fun he's having with you is totally irrelevant to the problem. He doesn't even enjoy it. All he wants to do is see you cringe. He wants to have some evidence that he doesn't always have to "tremble." The power you have over him is not so great. He can live as he did before, and so forth. The most friendly way of unhooking a "friendly" missionary, or a "friendly" counselor, or a "friendly" whatsoever, is by producing aggressive behavior in him - by getting the guy embarrassed in his own domain. This is very frequent, by the way, and in pathology, we ought to be more aware of it. And we always fall into the trap. We think that "fool" really enjoys the aggression. He doesn't enjoy it at all. His job right now is to make us "uncomfortable." He doesn't enjoy our discomfort. Maybe if he were a sadist, he'd enjoy that. However, there are so few around, you don't even count them anymore. Most kids' behavior has nothing to do with that. It is primarily because the youngster needs independence from the influence of adults. Any destructive creed is "wonderful" if he can prove to you that if he is to get anywhere in life finally, it's because you let go of him.

And this is part of what some of the violence and destructiveness has to be. Do you see the difference between that one and the real nasty son-of-a-bitch who doesn't care anyway? Terrific difference! I couldn't describe the difference! When you're in the middle of it, there's a tremendous difference. There's no other way of seeing it - you just sense the difference; hopefully, not just for the first time. After twenty times, you finally catch on and if you catch on before the first twenty times, you're a genius! Yet, who doesn't need at least twenty mistakes before he catches on to what's cooking - because we don't know enough - and the books don't describe it.

Now, let's go on to "The Debris Thrown Around by Good Psychological Decay." The debris - D,E,B,R,I,S - thrown around by good psychological decay. Sometimes an individual acts atrociously. However, we often find that the reasons individuals act atrociously is because the group becomes totally disorganized. If you ever saw a bunch of adults in a convention being held in someone else's town, you know what I'm talking about. In this case, the individuals aren't that bad. Something goes on in the group wherein each individual becomes an actor - but it has nothing to do with the pathological analysis of their personalities. That's incidental. The real issue is a moral breakdown. By the way, this is very frequent now. We see plenty of it. And much of the behavior of individuals occurs only because I happen to pass and see two indi-

viduals who start some kind of a mess. How wonderful! How crazy! It's like driving on a parkway where they throw some beer cans around and I'm the only fool who carries them back to the ash cans! That's ridiculous! So I'll throw it around too. It's sort of a medieval disruption and it's sort of a group psychological decay. And while we understand why we do things as individuals, now the issue is a collective one. You've got a good pathological problem in which the individuals become actors. Naturally, that doesn't help solve the problem of each individual but at least you know you are dealing with an entirely different issue.

By the way, if you work with delinquents, here's some comfort. Some of the real tough guys are not subject to that group pathology. They keep their egos intact even when the rest of the gang goes screwy and crazy. These leaders are the first ones to "get lost" when you get there. It's the nice kids who suddenly find themselves helplessly caught in doing something which they never would have thought of doing - if the rest of the group weren't doing it. It's the nice kid who allows himself an impulse impression or expression.

About twenty years ago, the head waiter at the Waldorf Astoria told me how many silver spoons are stolen from the finest parties as mementos. He's surprised they got away with it and he never saw them do it. The same is true when we have large groups - even when we have professional groups, and everyone acts like a prima donna, and you are forced to say, "They're pretty decent guys if you know them personally."

There is something in the collective machinery which produces behavior in which each individual and his behavior is really only a part of the general elation, or depression, or discharge of recklessness. Naturally, this is no excuse for immoral behavior. As a counselor, you still have to handle it. But it's very different from the question of, "Who's the guy who started it and knew why it was taking place?" You all know of collective boredom which produces explosion. Somewhere along the line there is a collective group psychological explosion in which each individual is "sucked in" by a tremendous power - but again, that's another story.

And now, point number 7. This is the case of the indignant sucker. The case of the indignant sucker. I'm talking about kids in the children's psychiatric hospital, but if you want to apply it to adults, that's your business; just don't blame me for it. Here's the situation:

Children's psychiatric hospital, with twelve kids around a table. It's a usual food or "mess" arrangement with a nursing station nearby, so that they can see what's happening. The nurse looks through a window and sees that everything is fine. All the kids have been "diagnosed" which is great, because we can now relax in case something happens and since the psychiatrist told us what to expect. They forgot to realize that the whole kid is hung by his diagnosis. They forgot that it's still a twelve-year-old

named Bobby coming from his own background with his own hangups; and an eleven-year-old girl named Maureen. Sure they're all psychotic, but it doesn't prove much. It just tells us a little bit about these different people. The minute we label them "mania," we forget the whole person. We hang the whole person on the label.

The label's all right. I'm not questioning good labels. We need them very badly because they offer some commonality in describing the potential behavior reaction. My concern is: what else hangs off that label? Now, to my point about the case of the indignant sucker. Here's a bunch of kids sitting around the table. Here's Bobby - and Bobby happens to be just as crazy as the others - but he has one peculiar characteristic which the nurses are cringing under, and the psychiatrist doesn't know about; and if he did know about it, he wouldn't dare tell the kid about it! Mainly, the youngster is as sharp as the head of the structure, maybe even sharper. He has the ability to tune in on the perceptions of some one else's unconscious. This kid, if he really wants some action, doesn't have to do a thing! He doesn't want to get into trouble. He's too smart for that. If he wants action, he picks the guy who really is ready at this moment for that kind of action - and the fool doesn't even know it! How the devil does he know the kid's ready? I was so envious of those kids! It's unfair! I didn't even know how to train people to learn, but that son-of-a-gun, he's only twelve years old and he knows all that. Fortunately, he can't make much use of it for a while and by the time he gets out of school he forgets how to use the power, and we have to train him all over again. So, I don't have to worry about my professional job.

Now, here's Bobby and Bobby wants some action. So he looks around and soon he spots Billy. And he looks at Billy, and he grins. And Billy grins back. And then he takes a little glass and he only lifts it in the air a little bit. He doesn't spill a thing. And two minutes later, Billy throws his milk glass at his counselor's face! Well, what do you do then? So you either jump on one or the other. You jump on Billy first. What's the matter with you? Just because Bobby told you to, why did you have to act like that? And if you say that, Billy really gets mad at you. He gets as mad as a compulsive bank president on a couch whose reputation is being questioned. He will say, "You can't say that about me! I wanted to throw the milk! What do you mean, he wanted me to throw the milk! You can't do anything to me. If I want to throw milk, I throw milk. You can beat me. You can throw me out. Admit I threw the milk - then we can talk!" Brother, this is going to be a five-month therapy project before we are even aware that this had something to do with the other kid.

Okay, so we didn't immediately go to Bobby first. But now we do, and Bobby says, "What are you talking about? What are you acting so weird about? What did I do? I just "wobbled" the milk. It's a free country. Can't a guy even wobble a milk glass? What are you talking about? This is really crazy!"

The point I'm trying to make is that a certain amount of aggression and of destruction can really be part of one person and part of another person. Somebody starts it, and someone isn't active, and both parties are indignant if you confront them. I would always find a number of people who would have a very skillful way of getting everybody into more aggressive and destructive acts than they themselves would enter into. Often the total situation produces it. We are in a total group and we are only actors on different sides of the puppet show - and you often don't even know it. This is very interesting since we have not paid enough attention to it.

Another form of increased destruction or violence, which doesn't look like it, is what I call "extra-territorial detonation." Maybe I decided to take the "whole world" on my shoulders and become a teacher. I'll be responsible for other people and take the guilt of the rest of the people of the world on my shoulders. So I am really very proud that everything is working out - but suddenly, something explodes in my classroom. I chew my fingernails first. The class must be run better. The school system should be run better. Maybe I should run! Maybe if I taught better, this kid wouldn't be upset. (Thank God, we finally got all the teachers into that position, because long ago when I started preaching and fighting, it was the other way around. People thought if something goes wrong, it's that son-of-a-bitch over there, and that one over there, and they don't belong in my fine class to begin with!). They used to believe that the kids should be out. They should never graduate. They only graduated 2% of the population! We were that selective, which is easier to brag about. Now look how much more we learned because we kept everybody else out who was much more talented, but didn't quite learn that much.

But nowadays, if I'm a teacher who has the ambition to do well, and if the kids are wrong, somehow it must be my fault. The best people in the field have this anxiety. The worst teachers will simply say, "If the son-of-a-bitch doesn't learn, get rid of him." The good teacher is embarrassed. They want to achieve what they believe they can or should - and it's normal for those of us who really mean business. So now we have a psychological "hangup."

Our psychological hangup forces us to be more self-accusatory, rather than hate or "rear up" against children. Naturally, not every "hangup" creates problems and this is a nice one. I'd rather have this "hangup" than get nasty with the kids. However, you'll want to do something about it. And here's the problem: somewhere along the line, someone exploded and now you think somebody must be wrong. It's your schooling that's wrong. It's your teaching that's wrong. Maybe, in reality, it's the rest of the schooling that needs improving! Ninety-percent of the time you're quite correct, so you'd better look for something to do about this problem and quickly.

Now comes the fatal 10%! Example: Somebody picks on the kid

before he comes to the classroom. It's like attaching a time bomb to him and tossing him into the classroom. After ten or fifteen minutes the time bomb is going to explode. The mess will be as big as if the kid had meant it. Nobody meant it. The kid didn't. Actually, it has nothing to do with your teaching. You may be the best teacher; you may be the most miserable teacher. It doesn't matter. The thing will explode. You might love the kid but you sure may hate him the minute the place explodes! Whether you're the most miserable flunky of the "establishment" or the most revolutionary soldier, and understand the needs of the kid who is tossed in here like a bomb, the thing will still explode because bombs know no limit. In that case you have what I call "extra-territorial detonation." The explosion here has nothing to do with you, the school system, or anybody else. It was something which was produced for someone else's purposes. And this needs to be separated from the question of whether maybe this wouldn't have exploded if you would have been nicer to the kid; or if they knew how to teach right; or if the curriculum had been changed; or if the class size had been lower; and so on. The two are entirely different issues and some explosions will happen - because they are carried in from the "outside." I am not talking about explosions which are caused by the mess in the class - just those which are brought into the group.

This is understandable, because the outside group is just a larger society of which we, too, are members. But it certainly is a different story and you shouldn't be chewing off your fingernails as to how you should teach better next time. Maybe the question is, "How do I make sure my kids don't have to bring anything into the school that can explode?" Some of us may think that any explosion in the classroom is a sign that something is wrong in society. Well, anytime you get something that you have to chew your fingernails about - because either you or the system is all wrong, and maybe you shouldn't even be here - is wrong. Both analyses are wrong.

What is needed is a differential diagnosis between an explosion which is fed by the inadequacy of the school system or your own personal teaching or personal behavior, or the acting of kids in your group, on the one hand - as compared to the more characteristic problem for the total problem of the society outside which is affecting this kid. Naturally the differential diagnosis is hard to make when you happen to be in the place where they threw the bomb. It's easy to make with real bombs, in terms of where it happens; if it was brought in or not, etc. The hard part to diagnose is the extent of our responsibility, and most of us who are concerned about kids suffer from this difficulty. We cannot make a differential diagnosis of disturbance causes. What happens, therefore, is that the general community tries to blame it on us and our teaching system, and we try to blame it on the general community.

And this is a big problem because we have to realize that we

will get plenty of aggressive behavior in the classroom. And we also have to watch out for the "either or" disease. Either we are "no good" or society is "no good." Usually we will find a combination exists. The diagnosis has to represent many mixtures and the treatment has to represent many mixtures.

What I was trying to do was to make you aware of the causes for much aggressive behaviors and to demand that you'd better handle it. There's no excuse for destructive behavior; it doesn't help anybody. Destructive behavior doesn't even help the cause that the people, who are being destructive, believe in. Once it gets out of hand, it can't be considered a reasonable expression. It can't be expected to have limits. What I wanted to show is that aggression is not simple. There are wide varieties and even though the behavior looks violent and aggressive, the motivation behind it may be different. And even though the motivation may look very fine, the behavior which people offer sometimes is destructive - and they are unhappy and miserable doing it, and we have to do something about both situations. The basic gratification people get out of acting that way, as well as the actual management of the behavior which is produced, is your responsibility.

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Question: How would you differentiate between the type of reason for violence which you have described so far and the type of violence which some college students go through in the service of something that's a worthwhile change?

Answer: We hear things about which I don't always have the answers. I don't want to lie to you. I don't want to pretend. I have many press conferences where they only want to know one thing: "What do you know about college demonstrations and what do you think of drugs?" Besides these two things, you would think there are no other problems in the United States! This is most discouraging because they would never dare approach a scientist or a physicist and say, "Look, brother, I want to know all about how you get to the moon and how you will make the equipment in order to get there. Tell me in three sentences, and if you can't tell me in just three sentences, well, you're just no good, or you're a liar." But when you're in education or psychology - then you're expected to know all the answers!

My first reaction to the question is: let's not put colleges in here because this violence happens on all levels - adult, college, political, and even in nursery school. So it isn't a question between younger school kids and college kids; it's a question of different forms of violence and their basic implications. Actually, in my discussion today, I left out something because

I was primarily talking about the psychological implication of violence. I was basically asking "What's in it for the kid?" I didn't present the problem of the "efficiency quotient of violence." Whether violence is appropriate in producing change is another dimension.

Some son-of-a-gun may have "nothing big" in mind. He just may happen to feel violent. It just so happens that his violent feelings set something off - something which should have happened long ago and constructive events develop from them. On the other hand, we may have someone who also is personally "justified" in his feeling "expression," but who sets off the most idiotic behavior; behavior which gets no one anywhere and makes an ass out of things.

So we should sense that the motivational issue is: Is your violence "Kosher" or of a negative nature? Whether you really "meant well" or whether you couldn't help it is not only dependent on your motivational level but also on the actual reality affect on the outside world. It's a little bit like saying the reason we might be interested in mathematics is because we have an Oedipus complex. Whether this is so or not is not the important thing. We still measure math ability in other ways.

Some son-of-a-gun can set up very miserable, destructive behavior which can actually lead to constructive change, due to other people and what they do with the initial behavioral changes. And then someone - naively, and with the best of intentions - sets something up that gets into the wrong hands, and it becomes a mess. Naturally, you didn't mean to have it messed up, but that doesn't help now. And now you have a comparison for the difference between the motivations for violent behavior (which is all I was talking about today) and the question of how do we measure the reality adequacy in terms of the potential change agent for violence. Naturally, the second one is as complicated as the first one.

If you study the Russian Revolution or other historical actions, you know how many mistakes were made and how many people chew their fingernails and say, belatedly, how they wish they had been able to add different factors to the actions. What sometimes looks on the surface as the most realistic step may turn out to be the most idiotic one of all. The action was well-intended and it was a failure. Then a son-of-a-bitch comes along with the most miserable intentions and the people who "tighten up" the construction change the destruction to a positive thing. And this is relevant. If you are a classroom teacher, you might prefer to manage one subject or activity each day. However, it will take more. You probably will have to be a good lion tamer and

"night club" entertainer, too. And you would want to know why kids get excited. And you would want to find out how the kids will show their excitement when they get out of here. Are they going to "mess up" the joint? Are "good feelings" or "bad feelings" responsible? If it's "good feelings" - maybe you don't want to change a thing because the thing deserves change. Or am I getting you so satisfied - that you won't do anything about the situation at all? All this is relevant.

You need to judge what people do on the basis of their potential motivation. You also need to judge them on their reality probability. It's not only what we do that counts! The best-meaning fanatic will produce a mess which is too much for anyone to mop up. And the most momentarily-upset kid may also produce something which explodes into violence. But the two are separate issues. They need to be measured on separate scales, although they are both equally important. The fact is that we are only talking about one.

Question: With aggression, how do we judge what is appropriate and inappropriate?

Answer: Well, the momentary evaluation may not be aware of the long-range importance of the action. It can also happen the other way. We may not know the significant moment that created a long-range historical solution. Many a revolutionist is creating havoc - destroying villages; doing things that are absolutely idiotic. No one would accept his actions as correct ones. On the other hand, sometimes the mildest behavior produces justified change. The mildest behavior creates sacrifices of lives; sacrifices that no one planned for. These are separate issues, too, although they are both relevant.

Many questions raised today are as important as the issue I have addressed myself to. However, I want to make sure that the people in your field are able to address themselves to the first one - what motivates kids towards aggression? However, let's remain realistic. Sometimes, as administrators, we are in an opposite position towards aggression, as compared to teachers; not necessarily because we oppose one another, but because one party may have a greater invested obligation to evaluate the actual action effect, while the other party has more invested in the evaluation of motivational patterns. Eventually, unless we both get together, the mess can be worse than originally intended.

Question: If psychologists, counselors and teachers do not sometimes lose "their cool" (when you were describing the successful manipulation of the counselor by a child),

don't we do a disservice to the child, by maintaining his existing anxieties, rather than offering him (and us) a safety valve?

Answer: A good point. The answer is yes - and no. In some cases, the son-of-a-gun should be mis-serviced. He's left his anxiety on somebody else who's responsible for "mopping up" for him. Don't let him make a mess out of things. However, in other cases I would say the other thing. I would certainly want to make sure I'm not permitting myself to lose my "cool." I must escape from the possible manipulation of the child or situation that could occur because I need a safety valve. I also don't want to provide safety valves for the son-of-a-gun if he shouldn't have them. And this is the question now, "What am I really doing?"

I may help the child create an anxiety which can be of value to him. However, I had better also keep my eye on what else is happening. There is no excuse for simply confronting the youngster with anxieties that he can't take right now. As professionals, we certainly have to be aware of both aspects of the problem. As a teacher, my primary responsibility may be for "action." However, just as important is the concern for the child; what happens to him due to the action. We need both. There is no "either-or" situation.

Question: What about the use of drugs for controlling "aggressive" children?

Answer: This is a major issue. Again, there is no "yes-or-no" answer. There should be a difference, however, between the judicious use of drugs in a clearly, therapeutically designed, situation and the "chemical warfare" against unruly youngsters. Unfortunately, quite a bit of the latter occurs today. A lot of drugs are offered today on lines of treatment that have nothing to do with therapy. Someone is simply acting as a "patsy." "Hey, please come downstairs and give this kid something to swallow, then I'll be all right." This is a crime, nonsense, and idiocy! I know - you're probably saying, "Yah, he thinks that way because he's not a medical person." On the contrary, it's the "Archie" boys who make me say this so loudly. And I'm not saying, "Why are you so quiet about your pain? Scream more." This is nonsense, too. We don't want that either.

Most of the research done on medication is absolutely useless. I'm not making that statement for those who have become famous because of their neurological and medical research. Let me explain with an illustration: I tell the teacher, "Maybe the kid is too unruly, so

in order to keep him in the group, you should give him some kind of drug." When the kid, given the drug, is quieter, I say I've had "success." What a stupid statement, my neurological colleague would say, and he would be right. It's stupid because how did I know at that moment what really influenced the kid? Maybe everyone was quiet while I was reading a story to them, so he too was quiet. Yesterday, somebody called his mother a bitch, so he fought them. Maybe none of it was caused by the drug. So if you don't know exactly what motivates which behavior pattern at the moment, how do you know which part of the drug is effective? The input is just as relevant a factor as the output. The input, psychologically, is just as relevant as the input, medically. And why should the medication always be described so well while the psychological input is left uncharted? Everyone did the same thing in school today as they did yesterday, yet only this kid is more unruly. Ahah! It must be the medication input! And these are now the opinions of the medical boys, and mine too, of course. I like it for obvious reasons.

Everybody falls flat on their faces everytime someone takes a chemical out of his pocket. People think it's more "scientific." You need to include personal teacher judgment of the kid as well. In fact, it's ten times more scientific! And any of the stuff you put into the chemical output - if it doesn't relate to the life-experience input of the child - is just junk.

Question: What do you think about labels for special education children entering our classes for the first time?

Answer: Let me tell you about the "indignant sucker" again. I know his case history. I understand his diagnostic label. However, where in the record does it tell us that he can manipulate other peoples' subconscious? The poor nurse and psychiatrist will have to learn it after two weeks of living with the kid. Our labels try to tell us about the trees in the forest but there are a few basic trees that haven't been planted yet. No label applies to them.

Let me offer another illustration. Here is a teacher and a kid with his head down. He doesn't want to do anything. The teacher comes around and puts her hand on the kid's shoulder and says, "Okay now, what's the trouble? Can't you tell me about it?" The kid conveniently growls and the teacher replies, "All right, you don't have to tell me now. You work a while, and I'll come back." In a little while everything works out. Everything is fine.

Another kid - just like the first, the teacher comes

around and puts her arms around him to comfort him. Her big bosom "smothers" him and he blows up into a full scale temper-tantrum. Wouldn't it be valuable to know ahead of time that I'm about to make a mistake? Wouldn't it be worthwhile to know whether my behavior as a teacher is relaxing, exciting, or confusing? These things are not in the records or the labels. Most records tell us whether people are "good" or not; or what they were or are - but they do not tell us what behaviors (that we stimulate) will make the child respond to us or not.

Let's say that I'm Bobby's teacher and they are sending him to me tomorrow. First, I'd like to know which of my behaviors will help him, or will mess him up even more than he is. Maybe I'll read his case history tomorrow. Unfortunately, it's usually done the other way. The behavior on the case-history report is important. The labels will also be of some service but I'm talking about priorities. The labels and case history may be important in terms of depth but we have to establish priorities. By the time the kid blows, I have now created another problem! You eventually need all the insights that you can get. You need the data which helps to relate the whole life history of the child to you. However, we also have to learn how to communicate with each other right now as to what it takes to make the youngster more comfortable, or more upset, or more excited.

You can tell me later why my bosom reminded the kid of somebody else's bosom. Right now I've got other problems! The issue is that there are certain criteria which must have a high degree of basic-issue-relevance. I actually can preach as well on each concern, but which one I get first is the main question. Before I get the kid I want to know what will make him explode and what will make him happy. After I know this child's basic needs, I'll be delighted to hear some of the other stories. Maybe the stories can help, but very often they won't.

And now for a last word. If someone tries to divide you between yourself - between those who want to create action by simply "lighting five candles" or giving three swats on the rear, and those who tell you you can't even begin to know how to handle a kid before you have analyzed him for five months - don't let them sell you one or the other. You want both - and you decide when you want them.

Editor's Note:

We would be remiss in failing to report the most resounding reception that Dr. Redl's presentation received - and also the spontaneous thanks given to Dr. Redl by Norman Friedman at the conclusion of his speech.

"Dr. Redl, we are happy to have had you at two ANYSEED Conferences, the First and the Fifth. We've read many of your books, and many of your papers. I've had an opportunity to shake your hand and to talk to you on the telephone. I don't know how other people have thanked you, but let me just say that you're beautiful..... absolutely beautiful..... and thank you."

A SYSTEMATIC APPROACH TO CLASSROOM ANALYSIS:
THE TAXONOMY OF AFFECTIVE BEHAVIOR

by Dr. Leonard Kaplan, Associate Professor
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Studying Teaching

The discussion of how best to teach has been going on since Cyrus Pierre, Henry Barnard, and others decided that formalized teacher preparation was necessary in a growing, changing society. Compulsory attendance laws brought a host of new problems. It meant keeping attendance records, spending more hours in school, giving extra help to slow learners, and teaching subjects new to the curriculum. The Early 1800's represented a change in the responsibilities and the scope of the school. The 3 R's concept became outmoded due to the increased complexities of the society. Subjects such as nature study, music, manual training, science, and geography became staples of the curriculum. It became apparent that for teachers to adequately work with children in this changing society they would need a different and more extensive preparation.

The Industrial Revolution of the late 19th and 20th centuries created problems for the schools that still exist. The need for more buildings and classrooms remains a growing problem. The "knowledge explosion" has prompted the schools to explore new types and varieties of materials. An emphasis upon media as learning tools is most apparent. Subjects have entered the curriculum at a rapid rate. As society advances, the need to know more and more becomes a crucial problem. In essence, teachers must know more, and children must know more, than ever before in our history. What began as a subject-centered curriculum remained. The movement toward child-centered curriculum continues to be a movement that seems destined to remain in second place. Institutions preparing future teachers in an attempt to fill obvious needs have seen fit to offer more courses so that these students will have some acquaintance with the variety of subject areas they will be expected to teach.

Teaching is by its nature the process of changing behavior. Teachers are dedicated to providing opportunities for their students to grow intellectually, emotionally, and therefore, behaviorally. Arthur Combs, in his important book, The Professional Education of Teachers suggests that the effective helper or teacher is one who is constantly growing, re-evaluating his behavior, and creating an atmosphere whereby his students can follow suit. It follows therefore, that opportunities - many and varied - should be provided to teachers - preservice and inservice - in order that they may have the chance to experiment, to grow, to learn, to change, and to evaluate their own personal behavior.

Substantiating the existence of teaching is not difficult as it needs no defense. And yet, controversy is apparent. Of

course, controversy, by its nature, need not be bad or harmful. What this discussion seems to be about is not why have teachers, but rather, why aren't teachers and the schools in general turning out a better product?

This writer assumes that a primary objective of all teachers will be to transmit information to the learner. However, I do not accept that this objective is an entity unto itself. It would seem apparent, at least here, that there is more to teaching than being a dispenser of information. Mager has suggested that teachers have set themselves up as "infinite bags of knowledge." He suggests that we have seen ourselves as being able to dispense all the wisdom of the ages and, therefore, any learner wishing to know anything need only ask. I suspect that some of us are "infinite bags." However, what knowledge we transmit may be open to question.

There are some who would suggest that what we really need to do as effective teachers is to learn to love and be sensitive to the needs of our learners. Very few of us would argue this point. However, as Dr. Bruno Bettelheim points out, "Love Is Not Enough." The position of this paper is that the "professional" teacher is - in addition to being a subject-matter specialist and a lover of people - a student of teaching. In order to accomplish this formidable task it will be necessary to examine teaching in other ways.

Objective #1 - Studying Children

At present our methods of observing children seem haphazard at best. It is true that many teacher-training institutions offer courses in human growth and development - and tied in with these courses is observation. It is recognized further that those institutions who possess a four-year developmental program have built into the learners' experience opportunities to observe. Those universities whose education program is upper-divisional have included observation - but to a lesser degree. It should be pointed out, however, that a good deal of this observation has taken place in laboratory schools or those public schools designated by the college as appropriate. The term "appropriate" usually means those schools that will permit students from the college to come in. In most instances these situations are artificial and far removed from what goes on in most schoolrooms today. In essence, our student-learners are being sent out to unreal situations and told to "observe." Upon returning to the classroom, the student is expected to be able to discuss what he saw. The experience of this writer has indicated that many students cannot fulfill this requirement as they have not been taught to be trained observers. It's tough to have to look at something if you don't know what you're looking for, or at. It follows, therefore, that teachers are inexperienced in the techniques of observation since they have received little or no background preparing them to carry on this activity.

Gordon¹ suggests that "the task of the teacher today is to

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1. Ira Gordon. *Studying the Child in School*. New York: John Wiley and Sons, Inc. 1966, page 3. 43

bring about readiness and enhance intelligence." He goes on say that, "if what a teacher does in school is derived from his concepts of children and learning, then he must develop these new concepts." What Gordon seems to be suggesting is that for a teacher to develop concepts of children and learning, guided observation - conducted by skilled observers armed with, and knowledge of, observational techniques - is mandatory.

Developing new concepts using observational situations needs direction. This direction should come from those personnel who are familiar with the various observational systems now being made available. Following through with this idea should provide teacher-educators with logical steps to follow:

1. Identify those members of the faculty interested in, and knowledgeable of, these new developments.

2. Work with personnel in a training program in an attempt to familiarize them with these strategies, and as a result provide for them ways of observing child behavior as well as their own behavior.

3. Graduate programs could be developed in an effort to train those individuals in systems analysis. Hopefully these graduates would then be brought into our schools as either supervising teachers or college supervisors of student teaching.

4. Another possible use of observation analysis would be for the improvement of college instruction. Since students do emulate teachers they have had, it seems imperative that professors of education and professors in general be constantly evaluating their own performance.

Objective #2 - Studying instruction

Having available methods of analyzing teacher behavior is rather new and many teachers are not familiar with their use. Therefore teachers have resorted to pencil and paper tests in an effort to evaluate their own performance. The assumption is made that if children do well on an exam, that the content was learned and assimilated. Little thought is given to what the teacher did to stimulate and/or retard learning. What we have left to work with is a teacher lesson plan which in itself is nothing more than an outline of procedure and gives few clues as to whether the teaching will be successful. As a result, many lessons have become technical and rather methodical.

We have available today for our use the results of research which has dealt with teacher behavior in its various aspects. What is being suggested here is that teachers consider the following procedures in an effort to be provided with more information about themselves. We do not hold that any of the suggestions made here will by themselves give total information but will rather supply to the teachers various avenues of self-evaluation.

Ned Flanders looks at teacher behavior by means of his interaction analysis.² In this system the observer instantaneously categorizes teacher and pupil behavior into one of ten designated classes. This system does take training and may not be appropriate without special electronic equipment.

Afno Bellack at Teachers College, Columbia University, has analyzed teacher behavior as it affects teacher talk. By utilizing his scale an observer can classify what kinds of talk goes on in the classroom and direct this dialogue into four categories:

1. Structuring - describes how the teacher focuses attention on the subject matter.
2. Soliciting - describes how the teacher elicits verbal response.
3. Responding - describes how the teacher reacts to the soliciting move.
4. Reaction - describes how a teacher accepts, rejects, modifies, or expands on what has been said earlier.³

Ryans' study of teacher characteristics includes a rating scale that differentiates teachers on three patterns:

Pattern Xo - Warm, understanding, friendly versus aloof, egocentric, restricted teacher behavior.

Pattern Yo - responsible, businesslike, systematic versus evading, unplanned, slipshod teacher behavior.

Pattern Zo - stimulating, imaginative, surgent versus dull, routine teacher behavior.⁴

The judgment of the observer is a critical factor here, but since judgment is what supervisory staff rely on, this scale does provide a more systematized procedure.

The work of Medley and Mitzel (Oscar), Brown, (TPOR, Taxonomy of Cognitive Behavior) Kaplan, (Taxonomy of Affective Behavior), and others provide other vehicles by which behavior can be studied and analyzed. (The TAB will be discussed later on in this paper).

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2. Ned Flanders. Teacher Influence, Pupil Attitudes and Achievement. Washington, D.C.: Cooperative Research Monograph No. 12. 1965.
 3. A. A. Bellack and J. R. Davitz. The Language of the Classroom: Meanings Communicated in High School Teaching. New York: Teachers College, Columbia University, U.S. Office of Education Projects N. 1497, 1963.
 4. D. Ryans. Characteristics of Teachers. Washington, D.C.: American Council on Education, 1960.

Of course each and all of these scales are subject to question and therefore substantiates the point that these measures must be used as they are needed. In our judgment they supply evidence that can be used with other data to substantiate or refute an opinion.

Probably the most widely used method of observing teachers has been the use of simulation. Many teaching programs are now recording on video tape bits of teaching that can be replayed for the benefit of the teacher. In this way the teacher can more readily observe what went on during the lesson and thereby evaluate her own performance.

Evaluating the teacher has been a perennial problem for supervisors. However, being able to observe one's own behavior - and therefore being able to self-analyze - seems the most appropriate of methods. This method tends to reduce the amount of talk that a supervisor must do about a situation that is already stale and difficult to remember.

Hopefully, we are approaching the time when teaching can be respected as the science that it is. Therefore, teachers are responsible for looking at their position in a scientific manner and analyzing those components that determine successful instruction. Teaching is not done haphazardly and should not and must not be observed in this manner.

Objective #3 - Studying One's Self

As we observe children and instruction we must invariably project ourselves into the situation. The performance of children is directly proportionate to the effectiveness of the teacher. How good the teacher is becomes the key factor in a successful learning experience. Of course, in great part, a successful teacher is one who has to a great degree studied what has been referred to as objectives one and two. But in the long run a child learns best by identifying himself to someone whom he admires, respects, and appreciates; the teacher knowing this, as teachers should, suggests that as individuals we are responsible to our learners.

Many students at the college level are quick to admit that their choice of course was predicated on who was teaching. Of course, it is easy to say that students will look for the easy marker or soft touch, but this is not true. What our students are saying is that they are most willing to work hard when the learning has meaning. Students are wise to select professors whom they feel will provide for them the best learning opportunities.

"We do not listen to nonentities and we do not hear lightweights. I have often observed in my classes that communication between me and my students increases in direct proportion to the degree of earned authority I hold in their eyes. By earned authority I do not mean my titles or the books I have written. I

earned these to be sure, but not with my students. By earned authority, I mean the authority my students invest in me as a consequence of their personal discovery of who I am, what I believe, and whether what I have to say is important. I do not have this earned authority when I meet these students for the first time. All I have then is my unearned authority: my degrees, my reputation, and the catalog designation that I am boss of this course. So long as these unearned authorities are in ascendance in our relationship, students hardly hear what I say. Accordingly, they dutifully write things down because if they did not, they would forget them. Later, when they know me better, and if I have earned my place as teacher in their eyes, they do not bother to write down much. We do not forget what important people have to say to us."⁵

Dr. Combs, I believe, offers to teachers a direct challenge. Are we the kinds of people that our students will seek out? What is it about us that students feel they need? The need for all of us to look into ourselves for these answers is apparent.

I believe that teachers must think about what they are doing to people. For too long, our concerns have been, "What can I do about children?" or "Why won't they learn?" These questions need concern but actually they are the wrong questions.

What needs to be asked is, "What am I? What do I have to offer children? Am I a person that children need? Would I want my own children to have me as their teacher?" When students are asked to define what qualities they see as necessary in a good teacher, these criteria very much take on what makes for a good human being. This is a far cry from those teachers who view themselves as dispensers of information or strict disciplinarians or any other label that we can hide behind. For this reason it is suggested that within teacher preparation, preservice and inservice experiences be provided that will permit such introspection.

Effective counseling can be an enormous help in helping us understand ourselves. This should be handled by those trained individuals who see teaching as a personal thing and have themselves viewed their personalities through a looking glass.

Time must be provided to teachers to permit them to look at what is going on in their classroom and their responsibility to it. It would seem more appropriate to use faculty meetings for this purpose than to take the time now used for faculty meetings discussing those things that usually can be decided by a competent secretary.

Combs suggests that the following areas are crucial in the perceptual organization of a good teacher:

1. Rich, extensive, and available perceptions about his

5. Arthur W. Combs. The Professional Education of Teachers. Boston: Allyn and Bacon, Inc. 1965, p. 69.

subject field.

2. Accurate perceptions about what people are like.
3. Perceptions of self, leading to adequacy.
4. Accurate perceptions about the purpose and process of learning.
5. Personal perceptions about appropriate methods for carrying out his purposes.⁶

It is urged that this task of self-analysis begin at once. We've gone too long without it. Colleges of education have assumed that public school teachers possess these competencies and therefore have directed their attentions to the students working in the schools. This assumption is faulty and lacks evidence in its support. In fact, the data that is available suggests quite clearly that teachers feel inadequate and need support in their role as teachers. Kaplan's study (1966) clearly indicates that teaching programs fall short as they relate to the in-service training of teachers and prospective teachers. In fact, interview data collected in this study clearly points to the fact that these teachers ask for help but receive little or none.

THE DEVELOPMENT OF THE TAXONOMY OF AFFECTIVE BEHAVIOR IN THE CLASSROOM

A thorough investigation of the literature has produced evidence to support the notion that educational objectives can be classified into three major domains:

1. Cognitive: Objectives which emphasize remembering, as well as solving, intellectual tasks.
2. Affective: Objectives which emphasize a feeling, an emotion, a value, or a degree of acceptance or rejection.
3. Psychomotor: Objectives which emphasize some muscular or motor skill, some manipulation of materials and objects, or some act which requires a neuro-muscular coordination. (See Taxonomy of Educational Objectives, Bloom, Krathwohl, et.al.)

Observation systems pertaining to the cognitive and psychomotor aspects of teacher behavior have been developed. Many of these instruments are now in use and are providing important data. However, there are few, if any, studies dealing with the affective domain. It is from this need that the Taxonomy of Affective Behavior in the Classroom has been developed. This system was con-

6. Ibid. p. 20.

ceived and developed in an attempt to clarify and make operational the Krathwohl taxonomy. As a research tool, Handbook 11 is limited in its power to assess those behaviors that can be conceived and produced under actual classroom situations. Putting it another way, it does not provide to the observer the breakdown of affective behaviors that may take place in the classroom and, in addition, does not provide the framework to note their occurrence.

The TAB consists of five categories, each representing a hierarchy of affective behaviors. These categories are consistent with the Krathwohl model. Each category has within it those affective behaviors that can be observed and noted. Each of these behaviors can be assigned to either teacher or student.

With the assistance of Dr. Bob Burton Brown, friend, colleague, and author of several respected observational systems, (Teacher Practices Observational Record, Florida Taxonomy of Cognitive Behavior in the Classroom), each item selected was scrutinized and edited for clarity and most of all, observability. Further editing of items was done with other colleagues and students.

The +, -, and 0 were selected as appropriate for scoring the TAB. These designations fit the criteria set down for observing behaviors as developed by Medley and Mitzel in their chapter, "Measuring Classroom Behavior by Systematic Observation".⁷ This method of recording was used in their Observation Schedule and Record (OSCAR), and more recently used by Brown in his observation instruments. After a great deal of editing, arguing, and more editing, the instrument was developed. (It should be noted, however, that what was considered the instrument is now in its fifth form). Volunteers were selected to act as trained observers. In an effort to gain a high degree of observer reliability, training sessions in the use of the TAB were conducted. A glossary - defining and giving examples of each behavior on the instrument - was developed for use by the observers. After more hours of editing and arguing, the training sessions were concluded and a pilot study conducted.

Working in teams, the observers visited sixteen classrooms, kindergarten through twelfth grade. Visits to each classroom were made over a period of three weeks. Each classroom was observed three times by a different team of observers. The percentage of agreement among trained observers reached a median of 97.78 percent in observation of teacher behavior, and 93.33 in observation of student behavior. These results would seem to indicate that the TAB is a highly reliable instrument for a systematic observation of affective behavior in the classroom. It would also suggest that observers can be effectively trained in the use of this taxonomy. At the time of this writing a follow-up study is being conducted focusing on item validity.

7. Ibid

The theory underlying the development of the TAB was built upon two hypotheses:

1. A teacher who becomes more sensitive to his own value system and can observe himself and his values objectively will be sensitive to and help the student develop his own set of values.

2. The effective use of this instrument will produce a threat-free environment conducive to increased creativity on the part of the individual student rather than forcing the teacher's own value structure upon the student.

The initial study using the TAB has clarified these hypotheses and has provided new insight into affective behavior.

Advantages and Implications

The TAB is designed to produce most, if not all, of those measures described in the Krathwohl taxonomy. For the most part, category designations and definitions have been retained; but in certain instances, individual categories have been modified to reduce overlap between categories. Probably the greatest advantage to the TAB is that it provides direction to the learning process. It does this by providing terminology that is clear and meaningful. It is anticipated that the objectives classified in this observational instrument will provide for the learner those kinds of behaviors expected of teachers and, in addition, provide for them the direction and framework to assist in the acquisition of these skills. It is perhaps naive to hope that the TAB can reach this ideal because of the difficulties involved in using language to communicate, but the attempt is made to provide direction to this objective in so far as affective behavior in the classroom is concerned.

A second value to be derived from the TAB would be to provide a convenient vehicle for students and teachers for describing their behavior and pointing out to them those areas that need development. If evaluation is to be meaningful, then it must take the form of self-analysis. This instrument can provide the framework for learners to look at their own behavior and react accordingly.

Thirdly, by working with this instrument it may be possible to discover some of the principles of ordering and/or classifying behaviors. This ordering could provide useful information leading toward a theory of learning and instruction applicable for classroom use.

There is adequate reason to assume that teachers need to be trained to identify some of the more subtle and uncommon types of student and teacher behavior. Until they become aware and sensitive to a variety of behaviors, they may have neither the skill to identify, nor the capability to produce these more uncommon

forms of teacher-student behavior.

SUMMARY

Those of us who have been trying to understand the teaching act have been drowned with the amount of information that is available. The problem seems to be to discover what the information means and where it fits. The benefit of the observational system is that it provides a schema for the theoretical construct and, in doing so, gives functional data that can be studied and then operationalized. It does this by permitting the learner to analyze and evaluate his own behavior - a behavior that has been defined and dissected into its basic components. The system permits the learner to examine his own theory and to make judgments. It is immediate and gives feedback.

We need to know more about the teaching act. We need to know why some things work and others do not. If we are to be accountable for what we do, and we will be held accountable, then we must be prepared to describe the behavior of our students as well as our own behavior. Once we stop learning about what we do and stop trying to do more, I suspect that is the time to call it a day. The position of this paper has been to encourage the investigator in pursuing his course and hopefully providing some direction to follow. We need to continue the search and I, for one, welcome those who desire to help us discover some answers.

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FLORIDA TAXONOMY OF AFFECTIVE BEHAVIOR

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Directions

The Florida Taxonomy of Affective Behavior provides a framework for observing and recording the affective behavior of the teacher and students in a classroom. Your role as an observer is to watch and listen for signs of the behavior described, and to record whether or not it was observed.

There are five (5) separate 7-minute observation and marking periods in each 35-minute visit to the classroom. These are indicated by the column headings, I, II, III, IV and V. During period 1, spend the first 5 minutes observing the behavior of the teacher and students. In the next 2 minutes go down the list of items and place a plus (+) in the T column (teacher behavior) and/or P column (pupil behavior) beside all items you saw occur. A particular item is marked only once in a given column, no matter how many times that behavior occurs within the 7-minute observation period.

Repeat this process for the second 7-minute period, marking in Column II. Repeat again for the third, fourth, and fifth 7-minute periods, marking in Column III, IV, and V. Please add the total number of +'s recorded in Columns I through V for each teacher or pupil behavior and record in the columns headed TOT. There may be from 0 to 5 +'s for each item.

Name _____ School _____

Date _____ Grade _____

Community _____

TAXONOMY OF AFFECTIVE BEHAVIOR IN THE CLASSROOM

TOT		I	II	III	IV	V	1.00 RECEIVING (ATTENDING)
T	P	T/P	T/P	T/P	T/P	T/P	1.10 AWARENESS
		/	/	/	/	/	1. Listens to others
		/	/	/	/	/	2. Receives others as co-workers
		/	/	/	/	/	3. Listens to advice
		/	/	/	/	/	4. Verbally pays attention to alternative pt(s) of view in a given issue
		/	/	/	/	/	5. Refers to subgroup(s) (social, intellectual, sex, race, etc.)
		/	/	/	/	/	6. Acknowledges some aesthetic factor in the clasrm(clthng, furn,des, arrng)
		/	/	/	/	/	7. Aware of feelings of others (introvert, extrovert, anxiety, hostility)
		/	/	/	/	/	8. States opinion
		/	/	/	/	/	9. Acknowledges opinion of others
							1.20 WILLINGNESS TO RECEIVE
		/	/	/	/	/	10. Seeks agreement from another
		/	/	/	/	/	11. Seeks responsibility
		/	/	/	/	/	12. Seeks information from another
		/	/	/	/	/	13. Pursues another way of doing something
		/	/	/	/	/	14. Seeks materials
		/	/	/	/	/	15. Asks another to examine aesthetic factor(s) in classroom
		/	/	/	/	/	16. Inquires how another feels about an event or subject
							2.00 RESPONDING
							2.10 ACQUIESCENCE IN RESPONDING
		/	/	/	/	/	17. Complies with existing regulations (rules)
		/	/	/	/	/	18. Complies to a suggestion or directive
		/	/	/	/	/	19. Offers materials on request
		/	/	/	/	/	20. Gives opinion when requested
		/	/	/	/	/	21. Responds to a question
		/	/	/	/	/	22. Takes responsibility when offered
		/	/	/	/	/	23. Remains passive when a response is indicated
		/	/	/	/	/	24. Actively rejects direction(s) or suggestion(s)

TAXONOMY OF AFFECTIVE BEHAVIOR IN THE CLASSROOM

TOT		I	II	III	IV	V	3.00 VALUING
T	P	T/P	T/P	T/P	T/P	T/P	
							3.10 PREFERENCE FOR A VALUE
							25. Seeks the value of another
							26. Supports value of another
							27. Clearly expresses a value
							28. Supports own value
							29. Openly defends the right of another to possess value
							30. Tries to convince another to accept a value
							31. Agrees with the value of another
							32. Disagrees with the value of another
							4.00 ORGANIZATION
							4.10 CONCEPTUALIZATION OF A VALUE
							33. Makes deductions from abstractions
							34. Makes judgments (implies evaluation)
							35. Compares own value to that of another
							36. Attempts to identify the characteristics of a value
							4.20 ORGANIZATION OF A VALUE
							37. Compares and weighs alternatives
							38. Shows relationship of one value to another
							39. Ties a specific value into a system of values
							40. Synthesizes two or more values into one value
							CHARACTERIZATION BY A VALUE OR VALUE COMPLEX
							5.10 GENERALIZED SET
							41. Revises judgments based on evidence
							42. Bases judgments on consideration of more than one proposal
							43. Makes judgments in light of situational context
							5.20 CHARACTERIZATION
							44. Develops a consistent mode of behavior
							45. Continually re-evaluates own mode of behavior

INTRODUCTION TO WORKSHOPS AND PANELS

One of the original concepts of ANYSEED had to do with teacher participation and involvement in its own development and, as a consequence, the continued development of our field of special education. I believe the need to look at ourselves and each other for guidance in methodology, techniques, and purpose, continues to be foremost in our work.

ANYSEED Conferences have proven, if only by the panel and workshop presentations, that we have a fantastic amount of quality to offer to each other.

I offer this page in tribute to the unsung heroes of our organization - all the teachers who experiment, evaluate, develop, and refine the techniques of teaching atypical children. The papers and addresses presented at this Conference reached a high in terms of quality and contribution to our field. Without the dedication and painstaking work of the people who made presentations, our Conference would just be another conference.

For ANYSEED and for all the people who may read this manuscript, I say, "Thank you" to them.

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VISUAL LITERACY

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In spite of the fact that we know a great deal about learning, we have too long ignored the fact that there are a variety of learning styles among children. We have talked for a long time about individual differences in children. We have urged teachers to provide for the individual differences of students by grouping, varying assignments, modifying pressure, encouraging creativity, and developing enrichment, broadening and remedial material. Nevertheless, we have remained constant in our structuring of the total school scheme. We place children in various tracks or plans and seem reluctant, unwilling, or really uncertain about ways we can vary this approach to meet the needs of the ever-growing number of children who seem unable to grasp knowledge under our current curriculum.

There is a very real place in our educational system for the method of incidental or instrumental learning. A resourceful teacher can readily devise projects having to do with photography - with a view to teaching pupils some of the facts and principles of natural science. The study of most social problems requires a complex, integrated approach not readily achieved within a school system because the academic structure is primarily discipline-oriented. Technological, medical, and social professionals have long realized the difficulty in studying problems within the academic system.

Faced with the responsibility of educating all kinds of children, we cannot expect to develop one approach which can meet the needs of the entire group. If we are truly interested in actualizing the existent potential of all children, we must be willing to try alternate methods which may be the way of unlocking the capacities of many undiscovered, talented young people. If we can accept the fact that innovation and change are necessary, we must come to accept the importance of introducing modifications in our current approach as early as possible in a child's educational career. An excellent place to start is, therefore, in the elementary school. Here the child should be introduced to alternate approaches to learning. The goals wouldn't change but there would be more than one way to reach this goal. The child would be presented with a choice of verbal or visual approaches to learning. In certain cases there would be combinations of these methods; in other instances a child would be introduced to a vocational approach. There would be no set pattern. Combinations of approaches would be used. Basically, the school would engage children in doing, making, creating, and exploring. Each step would serve to show the child the importance of education. His interest, as well as his personal involvement, would tend to decrease the negativism and lack of motivation that is rampant in the child who is forced into an educational pattern that offers him nothing but continual failure.

In recognition of some of the problems facing education, we came to believe that photography might be a means of involving students more directly into school activities. Photography has become a great medium of communication and the art is constantly progressing. It has become a universal language - equally effective whether factual, fanciful, scientific, artistic, or recreational. Our pilot photography project has been aimed at developing self-perception, environmental awareness, and communication for our students. We are indebted to the Eastman-Kodak Company, for without their encouragement and support this pilot project would not have been possible.

Since 1966, Green Chimneys' youngsters, under the direction of various faculty members, have spent some time in school learning how to use a camera, taking pictures, and using the Photo Story Discovery Sets, as well as other visual material. The instructors report that the pupils show great enthusiasm for the program. Each child eagerly explains the subject-matter of his pictures. It has been most encouraging to see how even non-communicative youngsters responded and shared with their peers through short talks and display of their photos. It is obvious that there is definite value in continuing and expanding such a program. The camera, as a means of communication and, as a tool for developing a new form of expression, was revealed. The self-concept and self-esteem of these youngsters seem to be noticeably more positive. They are, some for the first time, motivated and interested in academics. It seems evident that children should be able - in school - to use a combination of media and processes.

The older children have been involved in some motion picture and closed circuit television activity. As they have become more deeply involved, it has been quite evident that they have experienced something different. Their reactions to their own films, the inter-group processes, and the experience in general, has all been captured on tape.

All of the photographs made by the children have been collected for study. They are most revealing and have served as indicators of the child's interest. The objects and events the child deems worthy of capturing on film tell much about the child. His further discussions and comments all serve as an additional aid to the teacher in working with him. Our experiences seem to indicate that photography and related activities can serve as a useful tool for expression and communication. It seems also to point to the fact that introduction of visual literacy activities in the elementary school can be a very worthwhile experience for youngsters.

Just as the tape-recorder captures and retains what the child has said, so the camera captures what he sees or what he has done. We are aware that in the development of the young child, visual stimuli are understood before there are any verbal capacities to deal with the world. A tremendous percentage of what we learn is learned through the eye. Yet, when a child enters school,

our primary way of communicating is the verbal way; our primary way of evaluating his conceptual capacities is verbal; and our primary way of testing his capacity for the logical organization of ideas is verbal. In effect, what we are saying to the child whose primary adjustment to the world is visual, is that unless he can tell us verbally about himself, we will not be able to understand him, for we have only verbal ways of relating to him.

Ours is the age of mass media. Ours is a mobile, volatile society, and our schools - if they are to be effective - must recognize and deal with the changes that are so rapidly taking place. For the pre-school youngster who has grown up with "Sesame Street," a visual approach to learning is already deeply ingrained by the time he enters school. How sterile must the 3 R's seem in comparison to the living alphabet he is exposed to daily! If educators are to effect change, here is the place to begin - in the early grades with the youngest learners, with those who have not yet been "turned off" by repeated failure or acceptance of mediocrity.

The controversy still rages over the pros and cons of the effect of TV on our youth. S.I. Hayakawa, leading semanticist, in a talk presented to the American Psychological Association, stressed that an important and probably most destructive element of most TV watching is that the observer has no interaction with it. Children sitting in front of their TV sets get no experience in influencing behavior or being influenced in return; and he wondered if there is any connection between this fact and the sudden appearance in the past few years of an enormous number of young people from educated and middle-class families who find it difficult or impossible to relate to anyone - and therefore drop out? Hayakawa compared TV to a powerful sorcerer who snatches a child away from his parents for 3 to 4 hours a day, something like 22,000 hours by the time he reaches 18. Hayakawa concluded that it should not be any wonder that these children, as they grow to adolescence, often turned out to be complete strangers to their dismayed parents.

Whether one agrees wholly with Hayakawa is not at issue here. What is pertinent is that our children are daily exposed to the good, as well as the "evils" of television, of the media as a whole, and that they are being exposed to material which influences their concept formation. How we react and respond to this challenge is the issue - how we utilize the technology and know-how of the media to make our teaching more effective - this is what is important and pertinent.

When we speak of visual literacy, we refer to the numerous techniques used by people to communicate with each other in non-verbal ways. We mean body language, art forms, pantomime, graphic expression, filmed expression, picture story expression, and others too numerous to elaborate on here. When we say that this is another approach to educating youngsters, we are speaking in terms of those who cannot learn visually, as well as those who will not.

As part of the pilot project designed to approach this problem

of visual-verbal communication, the camera was used as a means of communication and as a tool for developing a new form of self-expression. The students in this study were supplied with cameras and film, and - after some discussion of the mechanics of picture-taking - were sent out to take any pictures they chose. The results proved to be very enlightening; in many cases each child had a theme running throughout the pictures. For some it was the horses; for others, the racoon; for some students their friends filled their pictures; and for one boy, only objects - no living things dominated his collection. These photographs were visual statements by the children of things that were important to them. They provided valuable insights into each child's world as he saw it and was experiencing it. Here we had the child focusing on things that held special significance for him, and concomitantly revealing some very pertinent information about himself to the counselor.

From the students' point of view, the film-making experience was both stimulating and personally rewarding. The act of producing a finished product, a movie or a television tape, was in itself an accomplishment. They felt very special and privileged to have been selected for the project and took great pride in their creations. They learned many of the technical skills of film-making, which some day may prove to be of value to them. They were introduced to an entirely new realm of self-expression, which for some may become a vocation or a hobby. Above all, their feelings of personal worth and value seemed to rise as they shared their films with their friends, parents, and teachers. These conclusions were evidenced by the way the students participated in the project, by their enthusiasm for it, and by the remarks they made among themselves and to various faculty members about it. They openly verbalized their pride in themselves at their accomplishment.

This spring, cartoonist Joe Kostka visited our school as part of the RESCUE-sponsored visiting artists program. He visited the seventh and eighth grade classes, beginning a series of lessons which culminated in the students' creation of many styles of drawings, comic strips, satirical cartoons, and cartoons based on political events and famous people. Mr. Kostka has for the past six years been associated with the famous artists' school, Westport, Connecticut. He began his career by drawing political cartoons for four years for the Chicago American, a part of the Chicago Tribune Syndicate. During three years of Army service in France, he drew cartoons for the Army newspaper, Stars and Stripes. He does much free-lance work, including some for the United Nations and for a number of magazines. Among the latter is Playboy Magazine, a fact which the boys in his present Green Chimneys audience hailed with a good deal of interest, and great delight. One of his drawings, a cartoon drawn for President Truman's 75th birthday, hangs in the Truman Library in Independence, Mo.

Some of the most talented and creative work has resulted from the combination of all the things the youngsters have been engaging in. Marvelous, well-planned stories have been prepared - combining

cartooning, book illustration techniques, and photography. The work has not only been pleasing but has been received with overwhelming praise by all those who have seen it. Ecology posters have popped up all over the place. They, too, show the combination of the various media approaches. In many cases the still-photography story was reproduced live on tape. The result, each time, revealed even more creative ability on the part of the youngsters. There seems to be no limit to their talent.

I would like to mention another thing which I feel has relevance to all I've been saying. For the past three years our school has been actively engaged in a year-round education program. We have certainly heeded the statement made by former U.S. Commissioner of Education, Harold Howe, at the March, 1967 Conference of the National Association of Independent Schools. At that time he stated that "In view of our national concern about the availability of first-rate education for all children, I think independent schools have some obligations which they have not fully assumed. Discharging those obligations will require alliances with the community, with the public schools, with universities, and other institutions...It seems to me the independent schools must avoid thinking of themselves solely as servants of their somewhat specialized clientele and start considering themselves as a community resource with a distinctive contribution to make toward solving local, state, and national problems."

One can safely say that the present activities at our school in year-round education have relevance to this statement of our former Commissioner. It is well to state, however, that we have never considered our independent school as a fortress standing alone. Rather, we see our school as an adjunct to the public school, serving those youngsters who, for a wide variety of reasons, cannot - or do not care to - be educated in the public school. Like people throughout our nation, we are deeply concerned with the general problems of education. We are pleased to be cooperating in the current drive toward the development of first-class educational programs for all our citizens. The task is Herculean. Already, untold energy has been put forth at all levels of our government to create a variety of activities to bring about a general improvement in our educational program.

The 1969 Mt. Sequoyah Seminar on Year-round Schools, which was sponsored by the Fayetteville, Arkansas, Board of Education, clearly indicated it is no longer a matter of whether we are to have year-round schools, but what special curriculum must we develop for these schools. The experiences around the nation seem to indicate that curriculum change is the key issue and concern. When schools begin to develop year-round education programs, they will - of necessity - become involved in the changing of curriculum. We first began our visual literacy activities during the first summer we adopted New York State's Continuous Education Plan. Since that time we've continued to develop a number of other radical modifications and changes. This summer, based on a recent article in Today's Education, our Social Studies Department will

organize a unit of study centered around restoring a cemetery on a recently-acquired piece of property adjacent to our campus. A second national meeting on year-round education was held in early April in Harrisburg, Pennsylvania, where these ideas were shared. The recent publication of the Fulton County, Georgia, schools' Year Round Education Plan, puts it rather succinctly: "The only purpose of this program is to improve the education of our children." I think we all can certainly agree with this statement.

From June, 1948, until June, 1967, we operated a year-round educational boarding and day program for young children, but as two distinct programs. Both our school and camp included pre-school through eighth grade youngsters. We were concerned with, and disturbed by, the fact that many children seemingly suffered, rather than improved, during the summer months. In spite of the fact that many children remained with us in the same setting, the lack of complete uniformity and continuity in the program apparently made enough of a difference to undo much of the progress that was accomplished during the normal school year. It became very apparent when we observed that the same children who, in spite of diagnosed problems, functioned well in both the academic and social phases of the school program, were not able to function during the camp period. In addition, we became greatly concerned by the amount of time that was lost educationally for children whose achievement was below that normally expected of children of their age and grade. We felt that a combined school and camp program could do much to eliminate some of the problems as well as lessen the time needed to accomplish a complete eradication of the academic deficiency. Many of our gifted youngsters found a full day of camp boring. We felt a school-camp program might change their attitude as well.

Such a program, we believed, should help resolve a number of problems. We noticed that:

1. The traditional long break from formal school activities contributes to a tremendous educational loss. The high rate of forgetting leads to academic forgetting and a loss in proficiency in essential work-study patterns. This, in turn, leads to frustrations when the pupils attempt to make up for what they have lost in skill or knowledge.
2. Many boys and girls need a break from established school routines. They need a change of pace and some new experiences, but their break does not have to be final and decisive. We felt our job was to combine their varying needs. Camp and outdoor education experiences were used to supplement the text-book.
3. Many children are faced with a series of learning difficulties and emotional problems. Increasingly, placement of these children in boarding schools and camps is recommended. Continuous care in the same group setting can do much to alleviate many of the problems which frequently

occur. The extended school year experiences for this child can combat the problems related to authority figures. It may eliminate some of the problems related to authority figures. Continuity of the program will tend to eliminate the lack of cooperation and interest often seen with many children.

We feel it is imperative for school to take positive steps to educate youth so they can appreciate the importance of our great natural heritage. The proximity of our campus to the urban centers makes our campus readily available and is another means of cooperation between an independent school and a public school or community group. To date, a number of groups have availed themselves of our facility.

We have all noticed that our program helps to eliminate some of the frustrations which ultimately lead to antagonism toward education and educators. Modification and re-assessment of our program continues. Many changes in courses and other related school and camp activities have been attempted to varying degrees and with varying success. Most of all, the relaxed atmosphere of an unpressured full school year schedule has greatly reduced the tensions and anxieties of teachers and students.

It had been predicted that, "By the 1970's, virtually every school system in the country will have introduced some type of extended program in order to provide the kind of education today's children and youth will need to live in tomorrow's world." It would appear that we are coming close to meeting that prediction. A third national conference has already been announced for the spring of 1971 in Brevard County, Florida.

In conclusion, I would like to weave all my thoughts together with an admonition. It's not all mine, for I read most of it in an article by Stephen Voelz in Educational Technology. It deals with helping teachers change their approach to education. Teachers must educate teachers about change. In other words, brainstorming by the faculty, visiting other schools and discussing what is going on with the teachers there. Attending workshops and conferences, or providing for released time for small group discussions by faculty, may lead to the desired changes.

There must be positive reaction to teacher-group requests and decisions. There is nothing more discouraging than to see that real excitement over desired change or program modification is met by the administrator with lukewarm response and complete lack of action. Positive proof of acceptance comes only from actual implementation or evidence of an intent to act on the suggestions.

The proceeding must be kept largely informal. Putting this statement in rather simple terms, one would have to agree that if the change comes about through "administrative clout" it is doomed for disaster. Many times the administrator can kill it through his own enthusiasm. Change cannot be accomplished overnight. It's wrong to plunge in without preparation and study. This does not

mean I suggest "delaying tactics" with the hope that the desire will fade away.

There is so much that can be done with youngsters if we are willing to bend. If we remain rigid and maintain a narrow field of vision, of course the child is doomed. For too long we have been concerned with how youngsters relate to us. It is time we learn to relate to the youngsters. Today, everybody talks about relevance, actualizing potential, realism, concern, and doing their own thing. Maybe this is what this talk has been all about. In simple language, what I've tried to say is - be flexible and willing to see and try new approaches. If we are all concerned with children we cannot afford to do otherwise - lest their talents be overlooked.

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CURRICULUM BASED ON TEACHER ASSESSMENT

By: Tessie Sheingorn, Educational Supervisor
Manhattan School for Seriously Disturbed Children
New York City

The teacher in special education, much like the teacher of mainstream children, has a new role to play at this moment of our history. No longer is the teacher the sole source of knowledge, the teller of facts, the selector of tasks, and the overseer of drills. Rather, the teacher becomes the person who fosters the kind of classroom environment in which acceptance and respect is so pervasive that the child's sense of belonging and self-esteem move him toward the opportunities which invite involvement and stimulate growth and development. This is most readily understood in the education of better-functioning children though as teachers we know that with them, too, it is sometimes not accomplished.

In special education, teachers work with a population of students referred to as "emotionally disturbed," with disabilities that are often, but not always, so serious as to handicap the students' effective use of programs presently in operation in the school they attend. Teachers see these disturbed children mostly as "unable."

1. Unable to learn - yet they seem intelligent.
2. Unable to relate to other children or adults in work or play.
3. Unable to do age-appropriate activities, show age-appropriate judgments, make age-appropriate interpretations or age-appropriate abstractions.
4. Unable to accept changes in time schedules and space arrangements.
5. Unable to cope with stress and frustrations.
6. Unable to use language for communication.
7. Unable to attend to the task at hand.
8. Unable to give up rituals.
9. Unable to start a task.
10. Unable to stop an activity.
11. Unable to sit.
12. Unable to become aware of who they are - and the list can go on, to show the weaknesses these children reveal in the classroom.

Suffice it to say that these children are as different in their disabilities as they are in their abilities and as their well-functioning peers are in their strengths and weaknesses.

For the parents who, early in their child's life, sense that their child is "different," a long and often painful journey is embarked upon in an attempt to have professionals clearly define the condition of the child. Often there are enough questions about one diagnosis to make necessary further exploration, and what frequently happens is that the child receives many diagnostic labels which often confuse the parents and offer them little help in the management or development of the child.

The following are excerpts from the psychiatric and psychological reports on children:

Ronald - 7 yrs. 10 months.

Dr. C. Ph.D. - "Diagnostically Ronald is still a psychotic boy who has agreed to spend part of his time in our world, but whose investment is primarily inward to his own body sensations and fantasies. There is the old anal preoccupation (B.M. all over the place) and a too-vivid acceptance and concentration on T.V. figures. He is still using a withholding mechanism to stem an explosive quality, and there is considerable rage at the mother. He still impresses me as a schizophrenic child."

Dr. A. M.D. - "Ronald continues to show evidence of neurophysiological lag, and serious emotional disturbance."

Lilly - 8 yrs.

Dr. B. M.D. - "It is quite difficult to come to a definitive diagnosis in this youngster. I could not be certain whether the problems in behavior are the result of a severe juvenile adjustment reaction or whether a diagnosis of juvenile schizophrenia would be more appropriate. I tend to favor the latter diagnosis, but would be most interested in seeing the results of psychometric evaluation including projective tests."

Dr. E. M.D. - "At no time during my contact with this child, which lasted more than one hour, did I see the slightest indication of any psychotic manifestations, or of any gross disturbance in identity or of the major reality-oriented ego functions. She has, undoubtedly, a very serious neurosis and is beset by feelings of enormous deprivation manifested frequently by phallic preoccupations."

Dr. K. Ph.D. - "The outstanding formal quality of Lilly's test performance is the magnitude of obsessional ideation in a total diagnostic picture which is significantly devoid of its compulsive counterpart. Lilly's behavior and test results do not yield diagnoses of Infantile Autism, Childhood Schizophrenia, or Autistic-Symbiotic Child Psychosis. Except for a slight strabismus there is no indication of neurological involvement. From the point-of-view of psychological dynamics she seems to be a borderline-psychotic child. There are no sharp breaks with reality, no excessive primary-process thinking. The most accurate diagnosis which emerges is that of a Severe Obsessional Neurosis: this diagnosis always has a grave prognosis and implies a borderline adjustment when there is a paucity of compulsive control of impulses."

Dr. C. Ph.D. - "There is still a symbiotic attachment to the mother who controls the child. Lilly cannot break it alone, but is struggling with some success. The quality of the symbiotic ties are not the direct and obvious ones. They are more subtle, based on Lilly's anxious over-reactivity."

Allan - 6 yrs.

Dr. C. M.D. - "Allan is a friendly, immature boy who speaks mechanically. Gross motor function and coordination seem satisfactory. Tendency to repeat the word "church" and peer out the window at the church roof, which he drew for me. He was unable to write his entire name, although he could write some letters of the alphabet. His affect was blunted, and occasionally he smiled wryly."

Differential diagnosis: Treated Aphasia
Mental Retardation - improved
Ego Disorder - psychotic type

(One year later the following is reported by the same psychiatrist).

"There is no evidence of mental retardation or aphasia. His clinical picture is consistent with an autistic psychosis which has resolved, leaving a residue of limited range of emotional expression. This residue shows signs of likelihood of further resolution."

The psychiatric, psychological, and social histories add to a teacher's knowledge about the child's disturbance and family background. However, to infer that from these generalized statements a teacher can develop a curriculum is unwarranted, since this assumes that:

1. Clinicians are writing these reports for teachers.
2. Teachers can translate these clinical statements into meaningful educational practices.

I'd like to state emphatically that having a psychiatrist, psychologist, and social worker on the team is helpful. From their training and experience, their insights into the nature and etiology of the disturbance, the information about the family, and a view of performance based on objective tests, comes the kind of knowledge that enhances the teacher's observation. What clinicians are not trained to do is write educational prescriptions for teachers. When the teacher works with a team which includes a psychiatrist, psychologist, and social worker, it is quickly evident that the teacher is the one member who works with the child within a group context; that her observations of him are both as an individual and group member who is contributing and receiving from the others. The curriculum that is developed for use in this context must obviously be both group-oriented and individualized.

While the teacher may accurately see all that the child is unable to do, if this becomes her focus, she will have great difficulty starting the educational program. She must look for and quickly find out what it is the child is able to do. "Start teaching the child where he is at," is an expression often used by educators. Then the teacher's task is to find the child's strengths, weaknesses, and as much about his cognitive style as his or her training, experience, and skill permit. From these, hopefully, the teacher can provide the kind of opportunities for helping the child toward mastery of self and his environment.

The psychologist often brings objective data that may lend itself to teacher use, yet even from this discipline there is much that must be added to make it useful. "The apparent futility of effort to translate psychometric data into applicable educational prescriptions has led to much discouragement and sometimes to resentment and outright rejection of the whole idea of testing."¹ Dr. Wiener argues for "systematic observational procedures for use in the classroom or other life situations."² "Assessment therefore is a serious task and an awesome responsibility."³

Assessment is an awesome responsibility only if it is used as a definitive diagnosis. Assessment for curriculum development is an on-going process which is part of a teacher's function - whether she operates systematically from a child-development framework, a developmental task framework, or even a subject-oriented point of view. Assessment is an essential component of every interactional situation and the teaching-learning situation is no exception. Assessment should reveal the effectiveness of the teaching process.

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1. Wiener, Bluma B. - "Exception Children," Assessment Beyond Psychometry - 2/67, p. 367.
 2. Ibid
 3. Ibid

The "awesome responsibility" comes from our need to become more skillful as observers and in knowing what to do with the data we collect, and in being critical in our thinking and analysis.

It is here that another discipline can be helpful. For example, if the teacher observes that the child is having difficulty perceiving patterns, or finding the parts of a whole, or is unable to see relationships, the teacher should expect some of this to be reflected in his score on the block design part of the WISC. If the child shows little awareness of the world around him, has had limited responses, has a tendency to withdraw, or has a problem in verbal communication, this should be indicated by the score on the "Information" part of the test. I don't think this point has to be developed further.

To make a curriculum relevant the teacher assesses the child, the group he functions in and the life-space of the children; and from this, meaningful educational opportunities for the growth and development of children starts.

Going back to the list of "unables" which are so apparent, the teacher must be equally perceptive about - and quickly see - the things the child is able to do. It is on the strengths and abilities of the child that the curriculum for the child is initially developed. From here the movement starts toward building up both strength and deficit areas. Stretching a child in deficit areas obviously requires greater understanding and skill, and it is here that the teacher's skills and fortitude are tested. If the goals are realistic, the task clear and well-understood in terms of what it takes to do it, then movement toward greater competence progresses. For example, if teacher expectation is to be realistic in terms of where he can go, the teacher must balance the two.

1. Unable to learn yet he seems intelligent.

- 1.1 He can operate switches, locks, pencil sharpeners, phonographs, tape-recorders, projectors and desk-viewers, eggbeaters, etc.
- 1.2 He can find his way around the building, in the neighborhood, and in camp from the forest to the classroom.
- 1.3 He has learned to play tunes on the piano.
- 1.4 He uses public transportation; and takes the correct bus though he hardly reads.

2. Unable to relate to children or adults in work or play.

- 2.1 He bounces a ball with great proficiency.
- 2.2 He runs adroitly.

- 2.3 He likes juice and cookies.
- 2.4 He likes to go for walks in the neighborhood.
- 3. Unable to do age-appropriate activities, show age-appropriate judgments, make age-appropriate interpretations.
 - 3.1 Can read anything he finds or is given, even though he does not comprehend what he is reading.
 - 3.2 He watches intently as he drops things, pulls things apart, lets things fall.
 - 3.3 He is taking in data - however limited - trying to use it even though it does not make too much sense to him.
- 4. Unable to accept changes in time schedules, and space arrangements.
 - 4.1 He is aware of the sequence of events.
 - 4.2 He is aware of the space arrangement of the room, floor, etc.
- 5. Unable to cope with stress and frustration.
 - 5.1 He tries till he is frustrated.
 - 5.2 He attends before becoming frustrated.
- 6. Unable to use language for communication.
 - 6.1 Makes vocalizations.
 - 6.2 Uses gestures in a meaningful way.
 - 6.3 Can identify objects.
 - 6.4 Attaches word to object.
- 7. Unable to attend to task at hand.
 - 7.1 Knows how to sit.
 - 7.2 Knows how to stand.
 - 7.3 Uses his hands to manipulate objects.
 - 7.4 Moves around in space.
- 8. Unable to give up rituals.
 - 8.1 He uses his hands (in ritualistic activity).

- 8.2 Uses speech (in ritualistic activity).
- 8.3 Uses his whole body in ritualistic activity.
- 9. Unable to start a task.
 - 9.1 Eats without problems.
 - 9.2 Gets off bus and comes to school.
 - 9.3 Goes to bathroom without problem.
 - 9.4 Uses playground equipment appropriately.
 - 9.5 Walks up and down stairs without a problem.
- 10. Unable to stop an activity.
 - 10.1 Never asks for seconds at lunch. As soon as he finishes what is given him, he stops.
 - 10.2 Never asks for more cookies or juice than given to him.
 - 10.3 Can follow directions about taking materials to shelves.
 - 10.4 Reads short paragraphs only.
 - 10.5 Writes short sentences.
- 11. Unable to sit.
 - 11.1 Stands in place between two children.
 - 11.2 Stretches out on the floor during rest.
 - 11.3 Eats lunch sitting.
 - 11.4 Has juice and cookies sitting.
- 12. Unable to become aware of who they are.
 - 12.1 Recognizes his coat.
 - 12.2 Knows his chair.
 - 12.3 Finds his own books.
 - 12.4 Recognizes his teacher.
 - 12.5 Knows his teacher's name.

The teacher must look with an educated eye and listen with an educated ear. She must have a background of knowledge about the growth and development of children and the opportunities children

need to enhance their maturation; about how thought progresses in children; about how children perceive their reality; about how language develops, and what is its impact on thought and how thinking is affected by language.

The colleges and universities are the agents responsible for the exploration of this theoretical beginning. The teacher's interest and desire to sharpen her own thinking and skill motivates her to do more reading, take more courses, and have more discussions in workshops and seminars. The education of a teacher is a never-ending process.

The following anecdote reveals a child's perception of reality.

S walked into the room and saw a coffee can on the floor catching the water from a leak in the ceiling.

"What's wrong with the can?" asked S in his high-pitched voice. This remark coming from S, a bright ten year old boy, reading three years above level and very verbal, jolted the teacher to attention.

"Why do you say there is something wrong with the can?", asked the teacher.

"Because there's water in it," said S.

"What do you want to do about it?", asked the teacher.

"Empty it," said S, which he promptly proceeded to do and then placed the empty can on the sink.

S sat down, waiting for the other boys to arrive. "There's water on the floor," he shouted, very excitedly.

"Should it be on the floor?", asked the teacher. "No," said S.

"What can we do about it?" asked the teacher. "Get a can and put it under the dripping water," said S.

"Where is the water coming from?", asked the teacher. "From the ceiling," said S.

"Did you ever see water come from the ceiling before," asked the teacher. "No," said S.

"Why do you think it is dripping from the ceiling now," asked the teacher.

"Because there's something wrong with the ceiling," said S.

"What can we do about it?" asked the teacher. "Call Sam," (the handyman) said S.

S revealed he had difficulty understanding the cause-and-effect relationship between the leaking ceiling and the can. Younger children reveal a misunderstanding of cause-and-effect relationships, but in a ten-year-old boy with S's attributes, this had to be considered a developmental lag, and clued this teacher into the kind of learning he needed. From this incident the teacher started the study of water pipes in the building and how city dwellers get their water.

There is no reason that every teacher will be able to work effectively with a full range of disturbances. However, if the teacher is open and honest about self, the range that he or she can work with becomes apparent.

Supervisors express that there is the need in the field of special education for preparing teachers as perceptive observers, pointed questioners, and curriculum planners. All this must be based on a knowledge of children and how they learn and mature. This parallels precisely the expressed wishes of students in graduate programs and those who graduated and are teaching in public schools or special settings.

For, as Dr. Ray Barsch so aptly put it, "On Monday morning when you, the teacher, lead your children into the classroom and close the door behind you, you are the team."

Today much is said and written about the right of equality of opportunity, about the need for quality education, about human rights and civil rights. "When schools provide each youngster with the particular education that benefits him most, then and only then does equality of opportunity become a meaningful concept."¹ Our humanness as a people should be judged by our desire and ability to provide equality of opportunity for quality education for all children - without exception.

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1. Gardner, John W. - "Excellence," Harper Bros. 1961

DIAGNOSIS AND IMPLEMENTATION FOR PROGRAMMING

Chairman: Viola Kantrowitz, Remedial Reading Department,
UFSD #3 at Linden Hill, Hawthorne, New York

Panelists: James Brown, Educational Supervisor, Children's
Village, Dobbs Ferry, New York
Elizabeth M. Koppitz, Ph.D., Psychologist, BOCES 1,
Yorktown Heights, New York

INTRODUCTION

by Viola Kantrowitz

We have selected as our topic EVALUATION OR DIAGNOSIS AND IMPLEMENTATION. This involves an investigation of what we are dealing with - and the more difficult topic, what to do about the diagnosis, once we make it.

Each of us on this panel plays a different role, works in a different type of facility, and must see things from a different frame of reference. Mr. Brown is an Educational Supervisor at Children's Village; Dr. Koppitz is a School Psychologist with BOCES #1; and I am a Remedial Specialist and Teacher working at the Linden Hill School, a residential treatment center operated by the Jewish Board of Guardians. For the past 10 years, I have been closely involved in the diagnostic process both at Hawthorne Cedar Knolls and at Linden Hill. Although - in a small area - the populations overlap, Hawthorne tended to have more court referrals - more acting-out children who might have gotten into trouble by stealing a car, stealing from stores, being declared unmanageable by their parents. There was, however, a small percentage at Hawthorne similar to the Linden Hill population, who are largely referred by hospitals because of their inability to continue to live at home due to the severity of their emotional problems.

I would like to tell you briefly the nature of the population at each of our schools to show the similarities and the contrasts. For example, at Children's Village, at the present time, the age range is from 7 to 15 year-old boys. About 75% are non-white and the others are Puerto Rican and white. Most of the children come from welfare families, as contrasted with the largely middle-class nature of the Linden Hill families. Dr. Koppitz is with BOCES in Northern Westchester and the age range is 5 - 13, both boys and girls. Although BOCES is an integrated facility, at least 95% of their families are white. BOCES #1 serves Northern Westchester and Putnam Counties and there are many welfare families. The total range, however, in this public school facility, is from upper middle-class to marginal standards. As you can see, learning problems are no respecter of social class but the labels a child carries often depend on his/her social class. Thus, if you have enough money to have consulted a neurologist and a psychologist, your child's papers may mark him as "neurologically impaired." If, however, you come from the wrong side of the tracks, your child may be diagnosed as emotionally disturbed or culturally deprived, even though he may still have some neurological impairment which hin-

ders his learning.

At Linden Hill, the age range is from 11 - 19 year-old boys and girls but we have, in the past, taken some as young as 9 and several students stayed on until 19 or even 20, when this was felt to be therapeutic. Our population is classified as severely disturbed and most referrals are made by hospitals, where the child has either spent a period of time or has at least been worked up thoroughly, with the recommendation for a period of intensive treatment away from home. Over the past few years, only a couple of children have been referred by the Court, and these referrals were usually for neglect or mistreatment. The problems they bring usually stem from a combination of organic and intra-psychic difficulties of long standing, usually not reactive to a single crisis. The children's anger is usually directed at themselves, rather than at society. It takes the form of withdrawal, autism, self immolation, tics, twitches, gross overeating, undereating, bizarre rituals. In a great number of cases, the child who seems to the world very withdrawn has been showing his disturbance by hitting out at his mother, screaming at her, having temper tantrums, stealing from her. Thus, in many different ways, he is showing his extreme dissatisfaction with the mothering process. Quite a few come from homes broken by the death of the mother or father. The most severely disturbed are often adopted or foster children who may have deteriorated steadily until a crisis situation, which resulted in hospitalization and referral to a nurturing, non-threatening environment.

During the past five years, the school has tripled its size and its range of students. The nature of our referrals has also changed, due to the creation of facilities such as BOCES and to the greater availability of psychiatric help in the community. Children are being identified and referred for help at an ever earlier age. Some of our children were first picked out as deviant in nursery school and kindergarten. One little boy who came to us recently had been excluded from nursery school at 4, kindergarten at 5, public school at 6. His parents entered him, hopefully, in a Yeshiva until the age of 7. There he had to contend not only with learning English but studying Hebrew. The strain became so great that he became psychotic and had to be hospitalized.

Mr. Brown told me that, in their adolescent population, a large percentage of Court Referrals on PINS petition but, in their younger group, they are getting more children referred by hospitals, similar to the Linden Hill child. Thus, with the younger children, they are moving away from the Character-disorder type of child to one with more problems stemming from neurological impairment and/or schizophrenia as a diagnosis.

I had mentioned previously the variety of labels which similar-seeming children might present. There is no question that, within the past ten years - and certainly within the past five years - there has been far more intensive study done of children who have failed to meet the expectations of public schooling. Some children

have been studied by three or four different agencies, with contradictory diagnoses. Some work-ups are so beautifully prepared that you can get a clue to the difficulties that this child has been facing since birth; how he influenced and changed his environment and how the environment was dramatically changed by his maturation and his special needs. Unfortunately, the latter type of work-up is the rare exception and we have to do what you all do - gather together every scrap of background material, developmental milestones, family dynamics, reactions to learning and to schooling, and try to match these up with the child who presents himself to us for education.

THE DIAGNOSTIC PROCESS AT LINDEN HILL:

1. Analysis of all background material from the various social agencies and schools, with special emphasis on:
 - a. Rate of acquisition of basic motor skills, speech, socialization.
 - b. Could he cope with nursery school, kindergarten, and if not, what were the deficits which hampered him - reactions to peers, to adults?
2. Initial screening at Preliminary interview to determine:
 - a. Where the child is at. Is he like our population? (guidelines 75 I.Q. or over; can he relate, can he read, write, spell? Can he use his body in a coordinated way? Does he have thinking difficulties?)
 - b. What is the reason for the deficits seen? Is there a real disability in more than one perceptual and cognitive modality? To find this out, we must tackle the visual, auditory, tactile, and kinesthetic perception, right-left orientation, body image. Are his reversals due to confusion in spatial and temporal orientation?

Below is the individual pupil inventory prepared for each child which is available to the teachers and remedial staff. It gives clues to assets and deficits that must be considered in working with the child.

REPORT DATE: 4/25/68
PREPARED BY: V. Kantrowitz

INDIVIDUAL PUPIL INVENTORY OF LINDEN HILL SCHOOL

Pupil's Name: A.M.
Birth Date: 5/22/53
Date of Admission to Linden Hill: 9/68

DATE:

1 - INTELLIGENCE:

5/67 WISC Score: Full Scale 77
Verbal 97
Performance 60

6/68 PEABODY Picture Vocabulary Score: 105

2 - READING TESTS:

a) GRAY ORAL READING TEST: DECODING LEVEL: High School
(Reading passages)

COMPREHENSION WITH TEXT:
5th/6th grade

COMPREHENSION WITHOUT TEXT:
3rd grade

LISTENING COMPREHENSION:
not given

b) BOTEL WORD OPPOSITES TEST: Decoding correct through
(for decoding and word meaning) high school 6th grade
level comprehension of
meanings.

3 - PHONICS TESTS (where needed): Good phonic ability

a) Roswell Chall Diagnostic Test: Not needed because of
good abilities.

b) Roswell Chall Blending Test: Not given

c) Wepmann Auditory Discrimination Test: Doesn't always
listen to sounds given,
so gets some wrong.

d) Monroe Phonics Diagnostic Test: Not given.

e) Phono Visual Spelling Test: Score 5 errors out of 20
words.

Type errors: Spang for
sprang; gwown for growl;
theeth for teeth

4 - ARITHMETIC SCREENING:

Linden Hill Quick Survey

Can do addition
Can do single number subtract-
ion - no borrowing. Doesn't
know any of multiplication
facts or any work beyond.

5 - VISUAL MOTOR COORDINATION AREA:

Benton Visual Retention Test:

Expected Score for age and I.Q.: 6 correct
Actual score of correct drawings: 1 "
Expected number of errors for age and I.Q.: 6 errors
Actual error score: 18 errors

Interpretation: Defective ability in visuo-motor area.
Poor retention of basic shapes. Many distortions,
rotations. Much perseveration.

Handwriting Sample: Left handed

Writing: Immature Controlled Uncontrolled
Rigid XXXX legible XXXX illegible
well formed awkward other _____

Sentence Structure: Childish _____ awkward _____
well planned _____ coherent _____ age ap-
propriate

Grammar is basically good but sentences are
very simple and constricted. There is a
stream of consciousness type of flow of ideas.
The sentences are simple, uncomplicated, with-
out adjectives, modifiers, etc.

Laterality: Right _____ Left ##### Confused #####
Hand

Right Foot _____ Left Foot _____ Both _____

Michael Smith Neuropsychological Appraisal Inventory:

Auditory retention and recall of Nonsense syllables: 4
syllables

Digits forward: No. recalled: 5 - but not consistently
(7 years level)

Digits backward: No. recalled: 4 sometimes (9 year level)

Sentences: to advanced level, with minor substitution of
words

6 - LISTENING SKILLS: (rate of learning of new material)

Wechsler Associate Learning Test:

Score 1st hearing: easy associations 5 hard associa-
tions 1

2nd hearing: easy associations 5 hard associations 3

3rd hearing: easy associations 5 hard associations 2

Comments: There is definite improvement with repetition, showing the need for at least 3 repetitions to get better performance.

Stories from Wechsler Memory Scale:

Excellent recall of details:

Essential meaning recalled: ## - in simpler story

fragmentary recall: in more complex short paragraph

distorted recall:

Improvement on second hearing: Definite improvement.

Other comments: He has difficulty understanding simple instructions, which need to be clarified for him.

- 9/69:
- a) - word associations: some improvement with repetition - abstract learning somewhat more difficult.
 - b) - excellent recall and understanding of short, rather simple and concrete passages. Probably needs to work up from this.

The need to bridge the gap between the etiologically-oriented diagnosis and remedial planning gave impetus to what can be called the diagnostic remedial approach. There are many different tools used in different settings - from the ITPA, the Frostig Developmental Tests of Visual Perception (for younger children), the Purdue Perceptual Rating Scale. In addition, many centers form their own batteries, borrowing from a variety of tools. What they concentrate on is the basic disability in motor, perceptual, integrative, or expressive functions which are reflected in the immediate academic or behavioral inadequacy. For example, diagnosis might show that the child who has not learned to read, scores very poorly on measures of auditory closure or visual memory. The visual memory deficit would then be seen as a correlated disability and initial remedial efforts would be directed toward that disability.

The diagnostic remedial process is addressed to the question of how to teach, as well as what to teach, once the child's pattern of perceptual, integrative, and expressive strengths and weaknesses has been reliably assessed. The techniques used for teaching might be very different. Some specialists believe in addressing themselves to strengthening the weaknesses; others believe in playing to strength and by-passing the weakness. Still others claim that the child with severe deficits in visual motor skills requires

special intervention and training before he can make progress in the remedial situation. When specialized help is given on the outside - such as the training now being given by optometrists - it is difficult to assess whether it was this training that caused an improvement, whether it was specialized remedial help in the school, a maturational process that would have taken place in any case, or whether it was a whole combination of intangibles. Where the child has been in therapy at the same time, it is even harder to determine whether a better emotional state is accountable for overall progress.

Because so much of what we learn about our world comes to us through what we take in through our eyes (visual perception) and through what we hear (auditory perception) and through what we retain of what we see, hear, feel, touch, smell - we place a great emphasis in our diagnostic process on all of these aspects, as I will show in our Appraisal of a Student, done at time of arrival at the school. The tools we have selected were arrived at by trial and error and through much experience with them under similar test circumstances. Other tests in each area might give the same insights to a trained examiner. It is the skill in using the tool, in observing carefully, utilizing insights gleaned from the case record, combined with the student's performance, that enable the examiner to put forth a tentative hypothesis as to the cause of the difficulty. Once this hypothesis seems to be feasible, some form of remediation can be planned during the child's stay with us. The means we have at our disposal are:

1. The therapeutic effect of removing a child from a background in which he has failed, to an entirely new setting where no one knows his deficits or failures.
2. Very small, self-contained classes, geared to working individually with each child. The teacher receives the entire work-up when the child enters, thus enabling him to plan a program geared to the child's strengths and weaknesses, giving instant success from the beginning.
3. A remedial staff that works individually and is trained to handle students of this type and can apply past experience with similar children.
4. Volunteers from the community who supplement the limited home experience.
5. A special approach to art, crafts, typing geared to improving fine motor skills, ability to use the hands, to feeling more adequate.
6. Special "motor retraining program" in extremely small groups for the child who still can't hop, skip, throw a ball, catch a ball, walk a balance beam, has no strength in his arms and legs, has poor eye-hand coordination.

At Linden Hill, we attempt to match up, where possible, the personality of the teacher or remedial specialist with the personality and needs of the child. On our staff, we have found that one teacher might have a feeling for the very withdrawn child and can bring him out and get him to learn; another might have a skill with the extremely obsessive, etc. In this way, subtle personality factors, which are hard to pinpoint, become a very essential part of remediation. One of our teachers has been very successful in working with children with extreme handicaps in learning arithmetic. Where others have failed because the child has seemed to have no spatial sense, a defective memory for rote, and poor ability to integrate and learn from experience, she has somehow succeeded in making them move. When I asked her whether it was her enthusiasm for numbers and math that made the difference, she explained that it was her disability that helped her. As a child, she had so many problems learning math that she has unusual empathy for the disabled child. During her growing up, she has required various crutches to help her remember and understand. She imparts these to the child with a similar problem or helps him find suitable crutches for himself. For example, recently a little girl of twelve couldn't seem to remember that 3 feet make a yard. She suggested her remembering that it was one more foot than she herself had and since then, it has proven to be no problem. Perhaps this girl will always need crutches of some sort but her attitude has changed from hopelessness about herself to one of encouragement that there are ways possible to help her.

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EVALUATION AND IMPLEMENTATION

Panelist: James Brown, Educational Supervisor
Children's Village, Dobbs Ferry, New York

Generally, diagnosis is much more comprehensive than just a social case history, and a psychological, medical, and educational "testing" program. It must include observations, listening, sociograms, autobiographies, special ability scales, etc. Presumably, the purpose of diagnosis is the better planning of programs to meet the individual needs of individual pupils.

Since most of my years in education have been spent with the inner-city child and more specifically with the black child, I wish to dwell on diagnosis and implementation for programming as it relates to these children.

In order to analyze any person one must have a thorough knowledge of the culture which produced that person. One must know the "norm" before one can recognize a deviation from the norm. Thus, psychological principles are not universal. For example, how would the psychological principles of kleptomania be applied to a man whose culture doesn't include the concept of private property?

Part of the child's development involves the understanding of society he gains from the role his parents play in that society. If that society views the parents as valuable, the child's self-perception of the parental role is positive. If, however, the system views the parents with contempt, this communicates the opposite message. We learn who we are and what we are through the actions of others. If people are treated differently, this will be reflected in their self-image and behavior. The outgrowth of this is lower self-esteem and self-hatred for the black child experiencing discrimination, racist propaganda, and low social status of his ethnic group.

Grier and Cobbs, in their book Black Rage, stated that to find the pathology in a black family one must first total all that appears to be illness and subtract the Black Norm. What remains is pathology, and subject to treatment. But to regard the Black Norm as pathological would be equivalent to analyzing away the protective shield for blacks in America.

The authors define the Black Norm as three specific devices:

1. A cultural paranoia which views the white man and the system as an enemy unless proven otherwise.
2. A cultural antisocialism which is an accurate reading of society. He is stating that the white man's laws don't respect him and he is, therefore, not caught in any moral bind about breaking them, since they aren't his laws. It may only cause an inconvenience if he is caught.

3. A cultural masochism in which the individual develops an apathy and sadness as the outgrowth of his misery.

These represent the devices for "making it" in America.

For a moment, let's look at diagnosis and implementation for programming in terms of a few of the functioning psychological schools. In looking at a black home, we find that it might be missing many of the standard cultural trappings of the middle-class white home. The collected works of Shakespeare might not be there; Aretha Franklin records will be there instead of Beethoven; Jet and Sepia instead of Harper's and Atlantic Monthly. Not seeing the familiar white cultural trappings and seeing something he does not understand, the tendency of the psychologist has been to assume that the child is deprived in some way.

As a psychologist, he enters into the black home to observe, with a preconceived deficit or weakness hypothesis (be it conscious or unconscious). Therefore, his recommendation for programming is based upon some concept of enrichment for the child and the family. It is enrichment defined by the dominant culture exemplified from Headstart, to Upward Bound, to language enrichment programs. Somehow, the diagnosis is always corrective; implied is always some deficit that the child brings to the situation from his home.

One psychologist, Jensen, just out and said that it is a genetic thing - blacks are born inferior. But the more liberated type of white psychologist wants to move under the cultural deprivation or cultural deficit type of hypothesis.

Many psychologists, influenced by Freudian and psychoanalytic kinds of thinking, observe the black home and conclude there isn't a male figure present with the same frequency that there is in the dominant culture's home. From this premise, the neo-Freudian begins to develop all kinds of theory about the atypical attachment of black youth - especially male children - to their mothers. Psychologists' perceptions of relationships between black males and black females lead them to conclude that the black culture is matriarchal and that, therefore, the mother must translate to the male child a kind of negation of the male role and also does this to the female child. Such an analysis is just another more sophisticated example of the cultural deprivation hypothesis: either there is something wrong cognitively (we don't develop right and therefore need enrichment) or that blacks have psycho-sexual problems which are acted out through adult life in the male-female relationship and in the parent-child relationship.

Psychology must not draw primarily from either the psychoanalytic or cognitive deprivation hypothesis in analyzing black children. Instead, it must try to develop the kind of psychological model that accounts for the strengths in black children. Many children growing up in the black community learn a certain kind of mental toughness; they learn survival skills; they know how to deal with the credit man and the cat at the corner market; they know

how to deal with the hypes and pimps; they know how to jive the school principal. And they show a lot of psychological cleverness and originality in the particular style they emerge with. But most institutions have not yet learned how to appreciate and capitalize upon this particular kind of style.

The psychology the black child has developed is a very positive and healthy thing. It shows his recognition that he exists in a complicated and hostile environment, that he has an objective awareness of this environment, and makes behaviors in terms of that awareness. A black person who isn't suspicious of this culture is tied up in using a lot of pathological mechanisms, denying certain basic realities. It is good for blacks to have a "healthy paranoia." We must recognize that psychology is social as well as personal. Most of white psychological theory is personal, dwelling on a cognitive or psychoanalytic approach. It assumes that there is a regular social order which is satisfactory, with respect to black folks. Neither is true. Black psychological strains have social origins and the present social order isn't satisfactory for blacks, but oppressive.

One type of psychological theory that could be useful with modifications is the Gestaltists who view people as having a frame of reference and an individual phenomenal field which is legitimate. In this theory, people come from certain experiential pools, and that experiential pool determines who they are. Its primary ingredients are the home, the family, and the immediate neighborhood.

We must develop and recognize what the dominant culture deems deviant or that anti-social behavior might be the functioning of a healthy black psyche which objectively recognizes the antagonisms of the white culture and develops machinery for coping with them.

I am aware that there can be certain diagnostic dysfunctions: severe psychological disturbances, perceptual, psycho-motor, or other physical problems that might have to be handled with specific types of programming, activities, and materials. However, I am relating to the diagnostic and implementation process in developing a total educational design and experience for the black child. Generally, educational programming doesn't relate to the black "life style" or the black experience but relates to the seemingly "bizarre" behavior of the children. Rather than re-evaluate the school's program and personnel, it seeks to caste the child into the mold of the institution.

Previously, I had reiterated some of the strengths and resources of the black child and alluded to the fact that the educational institutions haven't capitalized on this "style" for implementing a program. To further explore its implications for programming we must realize that the child has been: (1) exposed to the adult world of crime, disease, poverty, drugs, and unemployment early in life; (2) interacting effectively with siblings in order to survive. He often takes care of younger siblings. He

sees people in many roles - street corner orators, preachers in store-front churches, junkies, pushers, addicts, people in revolt, prostitutes, activists, and many other situations which you may deem as "unusual"; (3) independent, and accepting of responsibility in areas relevant to his survival; (4) exposed to the realities of life which has provided the child with a vitality, sense of immediacy, and a stimulation, since he is bombed with visual and audio stimuli in the present.

All of these resources and strengths provide us with the necessary ingredients for knowing where the child is at and from where to move in programming. Therefore, in implementing a program the following considerations should be made:

1. A community-oriented program extricating and analyzing problems and finding solutions.
2. Use of audio-visual equipment by the child and the teacher.
3. Role-playing situations - film-making, simulation games, etc.
4. Responsibility for planning functional and relevant activities in the classroom. This includes placing the child in as many decision-making capacities as possible.
5. Geographical grouping in situations where there is a diverse, heterogeneous population.
6. Not placing the child in situations where he perceives the teacher as one of the oppressing group.
7. That the teacher understands - or is willing to understand - the language of the child. Consequently there is no lack of communication.
8. Development of a positive self-concept through the teaching of the cultural contributions made by members of his ethnic group. And an understanding of his own people.

#

DIAGNOSIS AND IMPLEMENTATION FOR PLANNING

Panelist: Elizabeth M. Koppitz, Ph.D.,
School Psychologist, BOCES 1, Yorktown Heights, New York

A meaningful diagnosis of a child who has difficulties in getting along in school and who does not show satisfactory academic progress should include an evaluation of at least five major areas:

1. The child's inner control: His ability to focus and to sustain attention on a given task; his degree of distractibility; restlessness, hyperactivity, impulsivity, hypoactivity, unevenness in behavior; his ability to tolerate frustrations without exploding or losing his temper; his ability to start or stop an activity; his tendency to persevere; his degree of rigidity and difficulty in adapting to new situations.
2. The child's integrative functioning: His visual-motor and auditory perception; his ability to recall learned material at will; ability to sequence sounds, letters, numbers, or events; his inter-sensory integration; his ability to copy visual patterns and to use verbal expressions, etc.
3. Conceptualization: The child's common sense and abstract reasoning ability; his ability to draw conclusions and to learn from experience.
4. The child's emotional adjustment: His feelings and attitudes toward himself; his ability to cope with his feelings.
5. The child's social adjustment: His feelings and attitudes toward members of his family, his peers, teachers, and others.

While a child can display difficulties exclusively in any one of these areas and not in the other ones, this is the exception rather than the rule. All five areas are interrelated, interact strongly, and affect each other. Because of this, it is not enough to plan a program for a child based on just one of these dimensions. And yet that is what usually happens. Typically a child whose main problem is in the areas of control and/or integration receives the label: suffers from minimal cerebral dysfunction (or minimal brain injury or having learning disabilities or neurologic impairment, etc.). A program is then prescribed for such a child with much emphasis on perceptual training and involving special learning techniques. If the child's main problems are in reasoning, and if he has a low I.Q., he is labeled mentally retarded and is placed in classes for retarded children. If, on the other hand, he shows serious emotional and/or social behavior problems, he is labeled emotionally disturbed and is given therapy or he is placed in a treatment center or hospital.

Such labels and divisions of treatment programs appear to me artificial and unrealistic. It is rare indeed to find a child with minimal brain dysfunctioning who does not also have emotional or social problems. Nor is it common to find retarded children

who do not also have perceptual and adjustment problems; and most, if not all, emotionally disturbed children tend to be poorly integrated and show difficulties in the area of reasoning. Furthermore, a child's symptoms and problems change with the child's age so that a slowly maturing, brain injured child of low average intelligence might be diagnosed as mentally retarded at age 5, as having minimal brain dysfunction at age 7 or 8, and as being emotionally disturbed at age 12. It is, therefore, here recommended that educational programs for children with problems not be categorized according to diagnostic labels but rather on the basis of children's needs derived from their age, overall emotional and social functioning, and intellectual and academic achievement. Placement for such children should take all five factors, listed above, into consideration.

The implementation of therapeutic education programs for children with emotional and/or learning problems should not consist of just a few specific techniques and materials; they must encompass the total school situation:

A. The selection of the class placement for the child is of great importance. A child's classmates can be of utmost significance in helping him develop better social and emotional adjustment. Anyone working with children with emotional and learning problems knows how a child can bloom in a class suited to his needs, while unsuitable placement of a child can actually contribute to his problems. It is unfortunate that all too often geography and other external factors decide the placement of a child and not his needs. A carefully selected class-placement can be one of the most effective methods for helping a child with problems.

B. Just as important as the peer group is the child's teacher. There is no such thing as the ideal teacher, but there is such a thing as a certain type of teacher who is particularly suited to the needs of a given child. Therefore, care should also be taken in matching the child and the teacher. Generally teachers are expected to teach all children in their classes equally well. Experience indicates, however, that some teachers have much better contact with younger or older children, or with children with certain kinds of problems as compared to children with different problems. It seems such a waste, not to make the best use of each teacher's specific areas of strength and to assign the teacher to those children with whom he or she can work most successfully.

C. Timing seems to me to be one of the keys to a successful educational program for children with problems. Timing involves many situations; for instance, the time of school entry. Frequently children enter kindergarten long before they are able to cope with it. Often emotional and learning problems could be prevented if a child's educational schedule would be adjusted to him rather than to the ready-made school schedule that is routinely applied to all pupils. Many children mature slowly, grow slowly, move slowly, think slowly, and therefore also learn slowly and generally need more time for the task of growing up and coping

with the daily stresses and strains. If sufficient time is denied them for doing so, they cannot function successfully, either intellectually, socially, or emotionally - even though they are not necessarily dull or retarded youngsters.

Timing is also of prime importance in the child's daily curriculum. He may do well if learning periods are brief and if material is presented in small chunks. If this is not done, the child may fail. Some children function best in the morning and fade away in the afternoon, whereas others are not really awake until noon and do best in the afternoon. The school work should be geared to the child's internal time clock. It is not only a waste of time - but also detrimental - to force a vulnerable, neurologically impaired young child to do hard school work when he is obviously tired. Children with problems seem to learn best in highly structured time schedules, administered by a teacher who can nevertheless be flexible within the structure.

D. Teaching materials are only tools and can have little effect by themselves. Too often techniques and materials are considered the answer to the children's problems. This is a misconception. A good teacher can use almost anything and get good results. But good teaching materials are of great help in the hands of a skilled teacher. The essence here seems to be not to get hung up on any one method or one series of books, or one approach to learning. A teacher should rather have a wide range of techniques and materials at her disposal and should find out what works best for a given child. Even material especially developed to correct learning problems usually has to be adapted to the individual child. In the learning process possibly all of the child's senses should be stimulated and employed. It has been my observation that the kinesthetic and tactile senses are often not as fully used as they might be, particularly if the child's auditory and visual perception is poor.

E. A meaningful educational program for children with emotional and/or learning problems must include work with the children's parents. If a parent does not accept the child's placement in a special class, it is unlikely that the child will profit from the program. If a parent, unconsciously, does not want his child to grow up and to become independent and to learn, then the school cannot succeed in its efforts or only at the risk of disturbing an often precarious mother-child relationship. It is my firm belief that children with emotional and learning problems are more vulnerable than most other children from the very beginning. I do not hold that the children's problems are entirely the parent's "fault." The children's make-up always contributes something to their own problems. Many of these children would have problems no matter who their parents would be. But it is equally true that poorly integrated, vulnerable children are much more likely to develop very serious emotional and learning problems if the home environment is unstable or less than adequate. Vulnerable, but bright children in stable, supporting homes are usually able to hold their own in school after a fashion, and usually do not come

to the attention of the clinician or special education teacher. It is, therefore, not chance that the children with problems also tend to have - more often than not - parents with problems. Because of this interrelationship it is important to include on the staff of a therapeutic education program, psychiatrically trained social workers, psychologists, and consulting psychiatrists who can understand and work with the parents. Even well trained special education teachers and experienced administrators do not always possess enough insight into the pathology of some families and the extent to which the child's problems are linked with the parents' own problems. Parent-guidance groups and individual meetings with parents are often a major factor in bringing about a change in the child's attitude and behavior at home and in school.

Thus, the implementation of a special therapeutic educational program should include consideration of the class placement, the teacher, timing for and within the program, the material and techniques used, and involvement of the parents. When all of these factors are put to good use, the child will begin to show growth in his inner controls, his integration, his ability to use his mental powers to the fullest, and in his emotional and social adjustment.

#

FOOD AS A PSYCHO-EDUCATIONAL TOOL

Junior Guidance Program, New York City

Chairman: Mildred E. Huberman, Supervisor ('70)

Panelists: Judy Schmidt, Curriculum Consultant

Trudy Hoffman, Guidance Counselor

George Sanger, Audio Visual Consultant

Peter Hannon, Junior Guidance Teacher

INTRODUCTION by Mildred E. Huberman, currently Supervisor of Guidance, H.S. Queens.

Using the vehicle of a case study, the panel explored - in depth - how the school, using a team-interdisciplinary approach, planned for meeting the needs of a disturbed elementary-school boy.

The panelists gave concrete examples of how food was used in a positive way to gauge the youngster's response to a variety of supports and interventions; food was also viewed very specifically as a curriculum area. Routines for snacks, mealtime, experiences, and lessons utilizing food were discussed and well illustrated.

OUTLINE FOR DISCUSSION ON FOOD

by: Barbara Stavrides, Social Worker; George Sanger
and Grace Ercolono, Curriculum Consultants

Food is Love and Nourishment

I. Why food in the curriculum:

1. Lessen tension.
2. Encourages good pupil-teacher relationships.
3. Develops positive self image; child is worth giving to without strings attached.
4. Gives children the opportunity to communicate with peers and the teachers.
5. Gives an opportunity to broaden one's food tastes by identifying with the teachers.
6. Gives the teacher an opportunity to listen to and observe children when they are relatively free of tension and talk more openly.
7. Hungry children cannot concentrate.
8. Affords opportunity to teach the social amenities, and hygiene.
9. Helps the transition from one activity to another (e.g. breakfast or morning snack).

II. Don'ts for food:

1. Don't use as a tool for reward and punishment.

2. Don't expect compensation from the children in return for food.
3. Don't make the children feel they are eating to please the teacher (the refusal of food can sometimes be used as a tool for expressing hostility toward the teacher).
4. Don't allow competition to develop around food.
5. Don't eliminate conversation and socialization by using T.V., movies, or recordings.

III. Guidelines for food activities:

1. Food should be distributed fairly; take into consideration the child who finishes first and last in giving out seconds.
2. Food should be consumed as soon as it is available:
 - a. During cooking activities, consumption should not be delayed too long after preparation.
 - b. Serve food during the party, not at the end.
3. Children should feel free to refuse food, but should be encouraged to try new foods.
4. The teacher acts as a model for encouraging proper attitudes around food experiences (e.g. food is to be eaten, not to be played with or thrown).
5. Physical set-up should be appropriate to the particular food experience:
 - a. Breakfast or morning snack.
 - b. Lunch.
 - c. Afternoon snack.
 - d. Parties.
 - e. Cooking and food preparation activities.

Among the materials distributed were the following. They give a basic philosophy and direction that can be applied with appropriate modifications to children of all ages in a variety of educational settings. First, we must know what we believe, and what we want to do - then implementation of our concepts flows naturally.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Office of Special Services
Bureau for the Education of Socially Maladjusted Children

JUNIOR GUIDANCE CLASSES PROGRAM
300 West 43 Street
New York, New York
10036

Richard M. Lubell
Assistant Superintendent

Gloria Leo Louis Hay
Educational Clinical

Sidney I. Lipsyte
Director

Assistant Directors

FOOD AS A CURRICULUM AREA IN THE CLASSROOM

Rachel Zurer
School Social Worker

Louis Hay
Assistant Director - Clinical

Dr. Franz Alexander, an outstanding authority in the field of psychotherapy, has said:

"No vital function in early life plays such a central role as does eating. In addition to the sense of security, feeding is deeply associated with a sense of being loved."

INTRODUCTION

In designing a program for exceptional children, we have had to recognize that programs planned for normal children have not proved effective with socially and emotionally maladjusted* children. The structure of the Junior Guidance Classes Program takes into account the differential characteristics of this population and makes provision for their special needs and disabilities. Lunch in the classroom is one such provision; it is a pivotal factor in the therapeutic direction of the Program.

FOOD AND THE EMOTIONS

A child's first experience with love is related to the nourishment

* See attached Junior Guidance Classes Program Summary

he receives as an infant from the mothering person. If the supply is unfailingly dependable, readily forthcoming, and bestowed with warmth and closeness, the child will learn to relate with trust and love to the nourishing person and later, by extension, to others in his environment. Giving the infant gratification without stint and without strings attached, fosters his trust in others and satisfaction with himself. The gradual and benign weaning of the child towards bodily independence undertaken with tenderness and respect will further increase his sense of trust and self-worth. Such a child has a good chance of moving in the direction of maturity on all levels, granted average physical and intellectual endowment. Part of the maturation process, when the child is supported adequately, is a growing ability to postpone immediate gratification.

When the infant is frustrated in the eating intake process, the damaged inter-personal relationships resulting from such frustration - as well as the continuing preoccupation with food - impede his normal growth ability to cope with tasks appropriate to later maturation. Thus, a child whose experience with the taking in of food has generally been gratifying and self-enhancing, is more likely to approach the taking in of knowledge without undue resistance or anxiety. With the support of caring adults, he has learned to tolerate necessary frustration and to wait, confident that his needs will be met. He can accept the process of learning, knowing that rewards, in this case mastery of skills, will come later.

"Deprived children, however, do not learn delay," says Bruno Bettelheim, "because they are too starved for satisfactions to resist an opportunity, and because their experience teaches them that it is not to their advantage to wait. Too much of the deprived child's life has consisted of the experience that if he doesn't grab it now, be it attention, a cookie, or a fresh sheet of paper, he won't get it later."

Children come to the Junior Guidance Classes Program with a complex of feelings, the most pervasive of which is a sense of deprivation. This may not be expressed verbally; it is often expressed symbolically and physically. Our children suffer hunger, even those who are adequately fed. They feel an emptiness, an absence of love, of independence, and self-worth. They feel "bad," unlovely, unlovable, and incompetent - and that it is all their own fault.

Many of our children have been damaged by broken homes, separations, neglect, harsh treatment, inconsistencies, and outright rejection. Rarely have they been seen as individuals with needs, rights, and sensitivities.

We cannot reconstitute for the deprived child a new and more gratifying past, nor can we compensate him for all those experiences,

*New York Time Magazine, April 13, 1969.

rightfully his, of which he has been deprived. But we can marshal our resources of knowledge, skill, experience, and sensitivity and channel these resources to serve the needs of children in a clinical-educational program.

FOOD AS NUTRITION

For many of the children who are malnourished or who come to school without breakfast, the Junior Guidance Classes serve breakfast, a mid-morning and afternoon snack, in addition to the full lunch. Food in the classroom, eaten in relative tranquillity, has improved appetites, reduced food fads, and decreased the exceptional amount of sweets brought to school and used - sometimes provocatively - by our troubled children. All food is to be proffered by the teacher freely, impartially, and without charge.

FOOD AND LEARNING IN THE THERAPEUTIC CURRICULUM

"The taking in of food is very similar to the taking in of knowledge."

Dr. Ruth LaVietes, in *Psychic Factors in Learning** discusses the salient aspects of the food-learning relationship. Some of the highlights of her analysis are: Food provides an unconscious connection with the learning process. The child's earliest contact with the external world - that is, his earliest knowledge of the world - is through food and the accompanying relationship. The teacher's offering of knowledge is unconsciously equated with the offering of food. The child's response will often be dictated by the quantity and quality of the earliest satisfactions and dissatisfactions that have marked his life. At times, where dissatisfactions have dominated his early experience, he will not lend himself to learning and will even resist it.

Orally deprived children who have never achieved satisfaction in their basic relationships to the parents will tend more frequently to exhibit impulse and behavior disorders. They are immature, disruptive, and aggressive, or they are immature, withdrawn, and fearful. They have little frustration tolerance and they handle their anxiety by exposing it readily to the environment. Any pressure or challenge stimulates anxiety with its concomitant aggression or withdrawal. They distrust people and feel they must defend themselves. They resist learning since their learning experience has not been rewarding. They feel they will fail anyway.

Often these children need feeding and warmth before a relationship can be established. They need to be offered some of the emotional nourishment which was withheld or lacking in their early experience.

Bruno Bettelheim says:

* Presentation to the Junior Guidance Staff, April, 1966.

"If we are to make learning possible for such children, I suggest we first concentrate on feeding them in school. I do not mean the kind of lunch programs we already have that proffer food as food and not as part of the school experience. I suggest we build that experience around satiating the children's needs and build a school day around meals - breakfast, a mid-morning snack, lunch, and another snack at the end of the day..."

EMOTIONAL SUPPORT AND RE-LEARNINGS

Children come to the Junior Guidance Programs feeling frightened and deprived. Generally, they view their world as unfriendly, withholding, and menacing. In self-defense, they withdraw, or lash out, or do both. Their individual life experience has not allowed them to achieve the degree of trust in themselves or others necessary to develop a sense of personal autonomy and social relatedness. They are unprepared to cope with the same problems as are most of their chronological peers in the regular classrooms. In the clinical-educational setting of the Junior Guidance Classes Program, adult-child interactions are constructively designed to nurture primary relationships in an organized and structured way so as to help the child undo, re-form, and correct the distorted concepts and destructive defenses against peers and adults which he brings to the classroom. Among many tools and techniques, food - a primitive and emotionally-laden vehicle, symbolically understood by children at any and every level of development - can be a powerful instrument for conveying the teacher's intentions in these relationships. The teacher also provides both supportive and re-learning opportunities. As head of the family at the lunch table, she can mediate problems of sibling rivalry in the context of brother-sister substitutes, in a protective way. She can correct or ameliorate such hurtful attitudes as that food can ever be used as reward or punishment. She can bring an atmosphere of calm, warmth, and enjoyment to the experience of eating together. Children with feeding problems need a supportive situation to learn the value of a variety of foods without being infantile and finicky, defensive and offensive, and without being exposed to common home tensions that often pervade the eating-feeding relationships and that give rise to the feeding problems.

SOCIAL LEARNING

Eating lunch in the classroom around a table with teacher and classmates provides not only the nourishment of food but emotional nourishment as well. Relaxation and the invaluable experience of positive membership in a group enhances the nourishment derived. Membership in a Junior Guidance Class - with its attendant benefits of belonging, participating, sharing (food, work, ideas), communicating, interacting, and cooperating - helps socialize the troubled child. As always, the teacher's role is crucial. In the ordinary school lunchroom situation, hyperactive children are over-stimulated

and become disruptive. Fearful children become more anxious and defend themselves with further withdrawal and the adopting of negative food habits. Pathology is reinforced in the case of both hyperactive and withdrawn.

Bruno Bettelheim says:

"School cafeterias are an abomination with their herding and rushing of children. This is why much violence in our school begins and explodes there.... I have in mind not just a filling of the stomach but an enrichment of the total personality around a meal. This requires that small groups of children and teachers eat together. If teachers eat different fare in a separate room, then education becomes a class system from the beginning. Deprived children, especially, are made to feel themselves a group apart...as being excluded from all meaningful social occasions."

The strategic importance of lunch has been officially recognized to the extent that the Junior Guidance teachers are required to eat lunch with the pupils and use foods as part of curriculum development. Wherever, in therapeutic facilities - such as hospitals, residential and day-care centers, and special schools, professional personnel are required to share the lunch period with their charges - food is provided without question of payment.

The Junior Guidance classroom can be thought of as a microcosm, a world in miniature, where a skilled and perceptive teacher can help each child in the group learn better ways of coping with his immediate environment and thus, ultimately, with the larger world outside. The larger world outside includes the school lunchroom. Our children are not ready to meet the confusions of an overlarge mess hall. Their needs are best served by a temporary refuge from the noisiness of a large school population. Other considerations must yield to the therapeutic intent and effect of such a prescription. Lunch in the classroom with the teacher provides immediate and long range benefits which must take precedence over less important considerations.

ACADEMIC LEARNING

Lunch in the classroom can be seen as a crucial curriculum area for disturbed children when we recall that defenses with respect to eating (taking in) parallel defensive behavior in respect to learning (taking in). Helping the child attain more mature eating patterns affords him a rich learning experience. This serves as a prelude to academic achievement or reinforcement of learning.

While the lunch period is a truly valuable curriculum period, the style remains informal and relaxed as befits a family luncheon. The exchange of ideas, the listening, talking, and waiting to respond - all invaluable processes in improving language ability -

need not be presented as a formal lesson. But for the teacher, the occasion of lunch with her pupils offers an excellent opportunity to know them better, to learn what their interests are, to discover clues to new ways of working with them to meet individual needs, and to develop skill in analyzing group dynamics and putting that skill to work in the socializing of pupils.

Food is a source of learning in science, social studies, math, language arts, health education, music, and other fields. For example, health education and hygiene have immediate implications for children as they wash up before lunch and clean up after lunch. They can have practical training in the matter of general hygiene, all dealt with in a casual and relaxed manner.

SUMMARY

For many of our children, food experiences have a long and turbulent history. Their later conflicts around the absorption of learning closely parallel their earliest experiences of conflict in the receiving and perceiving of nourishment.

Food served in the Junior Guidance classroom as part of the regular daily curriculum has proved to be a major tool in developing new positive feelings of self, new attitudes towards peers, and greater acceptance of adults.

The readiness essential to academic learning through food as a curriculum medium is thus given a new orientation in the Junior Guidance Programs.

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PROJECTED REJOIN: AN INNOVATIVE JOB TRAINING PROGRAM
DESIGNED FOR EMOTIONALLY DISTURBED FEMALE ADOLESCENTS
WITHIN A RESIDENTIAL SETTING

Villa Loretto School, Peekskill, New York

Chairman: Richard R. Peters, M.S., Director of Education

INTRODUCTION

by Sister Mary Angelique, Ph.D., Project Director

PROJECT REJOIN was inaugurated September 1967, but conceived some 15 months before that time. The ultimate aim was for each girl to rejoin society by achieving as much fulfillment as her potential and interest would allow. The problems of the girls - the older adolescents - at Villa Loretto was viewed as an intermingling of psychological, social, and economic. Because the problems were multifaceted, the most effective program had to embrace all of these areas.

As we viewed the situation in 1965 and 1966, we saw that the treatment program was more than adequate - but within the educational realm, something was missing. In terms of the high school, formerly a "600" school under the auspices of the New York City Board of Education, it provided the traditional four-year model with only exploratory courses in commercial and other vocational areas. We saw this program as inadequate for many of the girls; inadequate, for some were not goal-oriented which implies the ability to plan ahead and to work toward distant goals (i.e., high school diploma, end-term marks). Furthermore, retardation in academic skills only continue to reinforce feelings of inadequacy and failure. Finally, many had had only negative experiences during school. Of this group, some were truant frequently and a small number had dropped out (or were "pushed out") altogether. There was also the factor that some could not see the relevance of certain classes in terms of later jobs (for example, social studies or geometry). Thus, the severity of academic handicaps, when combined with the intense negative orientation towards school, made it impossible to bring many girls up to the expected academic levels within the space of 15 to 18 months, the average length of stay at Villa.

A survey of our after-care records indicated that few completed high school regardless of their interest or motivation at the time of discharge. Looking to those who did complete high school, there was a question of how well-trained and prepared these girls were to compete for jobs and to meet the demands of the work-a-day world. The inadequacy of educational efforts becomes apparent when a girl leaves and returns to society without a marketable skill. Impoverished neighborhoods and family situations only further reinforce the old feelings of inadequacy and failure. Much of the progress achieved in the psychological and social areas can thus be sabotaged by the inability of a girl to secure decent and interesting employment. For these reasons, we viewed vocational adjustment as intertwined with psychological and social

adjustment. Thus, it was important that we impart a skill which would become an integral part of the whole process of personality rebuilding. Thus, Project Rejoin.

Where does one go or who does one turn to after an idea is conceptualized and developed, especially when it is a question of funds needed for alterations, equipment, and staffing? We started with OEO. Even though, as time went on, it became apparent that we did not fit within the scope of their interests at the time, a consultant on their staff - familiar with state and federal programs - gave us direction: MDTA, in particular, the E. & D. program of OMPER - Office of Manpower, Policy Evaluation, and Research; DVR - Division of Vocational Rehabilitation, and the Women's Bureau. This latter group provided us support, not funds, because of their interest in employment for women. In 1967, DVR had just begun a new approach to problems of the emotionally handicapped. The definition, extended as it did to the emotionally disturbed, made our population eligible for their services. (As an aside, the Office of Juvenile Delinquency and Youth Development and the Office of Education were eliminated as not appropriate for the aims of our project).

After much discussion and many, many meetings, OMPER gave us a one-year contract to initiate the project. In all, \$76,700 was allocated to the project. As part of the contract, we were committed to continue the program beyond the one year, to draw up syllabi for the courses, and to give a contribution in terms of services, e.g., dental, medical, psychiatric, psychological, etc.

DVR provided nearly \$109,000 under Section 3, Innovation Grants and the Laird Amendment. Here, the contract called for a 90% contribution by DVR and 10% by Villa Loretto. Between the two grants, we were able to cover most of what we had requested in terms of staff, equipment, and alterations needed. A few modifications were made in the original proposal. For instance, five occupational areas were to be established but eventually one - Fashion Arts - was eliminated. In the end, Beauty Culture, Food Services, Nurse's Aide, and Business Training were initiated. Each program consisted of pre-vocational services, basic courses, job instruction methods, work orientation, work experience, and vocational counseling. Each girl participated in a basic remedial program. Built into the program were certain "gimmicks" to emphasize the idea that a girl was training for the work world and to de-emphasize somewhat a "school" atmosphere; for example, the use of a timeclock for punching in and out, uniforms, coffee breaks, simulated pay checks, a 9:00 to 4:30 day.

After-care was also built into the program so that there would be support and follow-up for those leaving the program. An indispensable ingredient for successful adjustment is the support given an individual in the critical period of reintegrating oneself into society. Since the New York City area was already covered, after-care workers were secured for the Buffalo and Albany-Schenectady areas. Later, the Buffalo after-care department was

was developed into a district office and group home. After-care is still an area in the process of expanding for other areas in the state.

Looking back over the past four years - the one year of selling the project and the three years that it has been in existence - I think we have reached our goal of helping young people rejoin society as useful, trained, and productive employees. We have seen an increase in the number who have completed high school, moved into good-paying and interesting jobs, and some who have enrolled in advanced training programs. Others have been able to remain at Villa Loretto after graduating from high school to continue in treatment and at the same time continue to further their skills in some occupational training area. There is even a group who attend job-training part time, after finishing a full day in the high school in order to develop a skill concomitant with their interests. In summary, Project Rejoin becomes a source of hope for those who "hate" school. By bringing more meaningful and relevant experiences into the lives of those who have "turned off" school, young people are brought back into the mainstream of daily living where they are able to support themselves - but most of all, find themselves.

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PSYCHIATRIC SERVICES

by Louis J. Piro, M.D., Medical Director

All of the girls who come to Villa Loretto School have been involved in difficulties which either attracted the attention of their concerned parents or motivated some regulatory agency to prod their not-so-concerned parents. Most of those referred to us have come here via the courts whose assistance was required to bring some order to the chaotic circumstances surrounding the event or series of incidents which could no longer be ignored. In my more than eight years as psychiatrist to this school, I have yet to see a girl who was relatively free of psychopathology.

We accept girls whose overt behavior varies from allegedly innocent truancy from school or absconding from home, through conduct sometimes classified as criminal. Many of our youngsters have experimented with drugs of various types. We do not make a practice of receiving those who are addicted to heroin or other opium derivatives. Sexual promiscuity is only rarely absent from the core problem that helped the girl achieve whatever notoriety prompted the corrective endeavor that effected her referral to this treatment facility.

Tersely phrased, the majority of our resident population has been involved in transgressions usually described as delinquent behavior. Some of them enjoy emulating or even competing with boys

in such activities as car theft, stealing, breaking and entering. Others cooperate with their peers of the opposite gender in such subculture groups as the motorcycle gang whose enjoyment comes from terrorizing the less aggressive citizenry. The more sophisticated are devoted to poetry, music, and the esoteric pursuits that entitle one to membership in the "in-group." The academically more proficient will verbalize their interest in phenomenology or existentialism. The more primitive will simply argue their rights, a kind of acceptable paranoia.

We accept girls who are 16 years of age and over. They come from all parts of the state. They stay with us an average of 18 months. Their mean age is 17. All of them attend school. We have a variety of educational programs and, because of this wealth of alternatives, can usually meet the girl's needs rather than fit the girl into one set curriculum. Decisions about school, one facet of treatment, and about therapeutic approaches to be utilized, are made upon the basis of total information and knowledge of the case as collated at the diagnostic conference where all staff members involved with the girl are present and make their contribution.

All of our girls are emotionally disturbed and require treatment. We try to accept primarily those whom we believe we can reach therapeutically. Some are more disorganized than others. Some are quite blatantly ill. Our treatment modalities include psychiatric, psychological, and casework help. All three types of professionals provide group therapy. Tranquilizing and other psychopharmaceutical agents are prescribed by the psychiatrist when indicated. We do not solicit actively psychotic patients as prospective candidates for admission to our school; but neither do we summarily dismiss a girl because of some psychotic thinking discovered after her arrival. In general, we accept girls who have been in trouble and whose potential for improvement exists in spite of the problem that somehow demanded the interest of the referring agency. Not every one of our girls is terribly sick, but none of them is bereft of emotional pathology which warrants psychotherapy.

If I may be permitted some license in the use of the term, "psychotherapy," I frankly feel that in a setting like Villa Loretto School there are many modalities which have psychotherapeutic effects when properly utilized. I would not limit the domain of psychotherapy as a concept to the verbal, ideational exchange that occurs between doctor and patient in the ideal individual interview. I will not comment further upon this; and, like Cicero, I will pass over the acknowledged efficacy of group therapy. But, I do want to say that adolescents who are wont to act out their conflicts are not the most amenable to conventional psychotherapy.

At our initial or diagnostic case conference we try to formulate what we think is the most efficient and feasible overall program for the new girl. This includes a particular class or school assignment. Changes are made as indicated - but not without discussion and reasonable agreement. I speak as if this goal - agree-

ment among staff members - is readily achieved and easily preserved. Review conferences are regularly scheduled, but emergency conferences can be called when required for treatment purposes. At these meetings we endeavor to meet the girl's needs rather than match the girl to the program. I think it obvious that what I am trying to emphasize is the fact that the girl is of central importance.

When our vocational school became a reality, all of us were delighted because the school had acquired not only a new dimension but a sorely-needed program. In many instances we had been struggling to help girls prepare themselves for return to the community, and in many cases we were minus the necessary tools. These were now ours in the various training cycles that in some cases complemented, and in other cases supplemented, programs already functioning.

With the advent of a new group of teachers, many changes occurred which some of us had not anticipated. We became involved in in-service training which we knew was required. I met weekly with the vocational school teachers over a two-year period. The meetings were spirited and beneficial for the participants and their leader. At this time the staff is more than conversant with the types of problems our girls have. Although not officially classified as therapists, we know that our teachers often function in that role.

We have already alluded to the initial or diagnostic case conference and the subsequent reviews. During these sessions we work toward the most harmonious team effort possible. Those of you who have experience with this kind of work know how important it is that individual staff members work in combination rather than operate - no matter how beautifully - in isolated compartments. The modern cry is for communication. Communication is the means by which we align our efforts and work together for the benefit of the student.

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PSYCHOLOGICAL SERVICES

by Walter J. Finnegan, Assistant Executive Director,
former Director of Psychological Services

The role of the Villa Loretto Psychology Department during the formative stages and throughout the later life of "Project Rejoin" can best be described in terms of its tripartite function. Diagnostic and therapeutic services are regularly scheduled and provided to all students; psychological consultation is formally

scheduled and also readily available otherwise to all "Project Rejoin" staff.

The diagnostic phase includes the administration of a standard comprehensive test battery which includes instruments designed to measure intellectual, achievement, interest, aptitude, and personality variables. An interpretative report is prepared and then shared and discussed with teachers, administrators, and specialists who will be working intimately with the student. Pre- and post-program testing provides tangible evidence of specific achievement and progress for all student participants.

Regularly-scheduled individual therapy sessions are arranged for those students requesting such assistance while others, referred by staff because of a variety of situational factors, are also seen. Group sessions are held weekly with all members of the four training units. Although originally designed as an unstructured therapeutic experience which would, for example, allow for cathartic release, introspective excursions, and the development of insight regarding their immature approaches in handling emotional problems associated with every day living, it soon became apparent that our girls, in general, were ill-equipped emotionally to tolerate or sustain such involvement. With this awareness, the therapists gradually assumed a more active and didactic role and have been able to stimulate and direct discussion toward more concrete and relevant topics dealing with common reality factors ordinarily found in the four specific vocational areas. In all of these groups considerable time was devoted to the necessity of establishing healthier interpersonal relationships - with co-workers, with customers, and with supervisors, etc. Role-playing to achieve this goal was used frequently and with apparently good results.

As consultants, the psychologists participating in "Project Rejoin" function regularly as members of the Intake, Diagnostic, and Review Conference teams. In addition they meet weekly with the entire "Project Rejoin" staff to discuss individual student progress, review existing policies, explore current situational matters, and formulate plans and programs for the future. They are also readily available should an individual staff member request consultation.

In summary, clinical psychology's integrated role in "Project Rejoin" involves the provision of diagnostic and therapeutic services to all participating students and consultation to all staff - both as a group and individually - who are involved in this truly relevant program. A program designed to equip our girls to REJOIN the community as healthy, active, and productive contributors.

READING COORDINATOR
by Sister Mary Regina

It has been my privilege to be in Villa Loretto's Job-Training program for the last two years during its development and foreseeable expansion, but not during the first year of its inception.

The reading program has been designed to be a remedial, a corrective, and/or a developmental tool. Hopefully, the skills learned in reading classes will be carried over into subject areas, into leisure time activities, and into life after the girls go their various ways.

Naturally, the number of students varies from year to year and this has been true also with regard to the number of reading teachers. Before setting up reading classes, we evaluate the girls by means of the Gates-MacGinitie Reading Survey, the Wide Range Achievement, the Gray Oral - when necessary - and a phonics test, either the Roswell Chall or the Spache.

In addition, we administer the Differential Aptitude Test and the Kuder General Interest Survey in order to gain further insight into each girl's abilities and interests. This testing not only helps those in our department to see the girls in other perspectives but it is also helpful to the social workers, counselors, and group mothers or child care workers who are also trying to enable the girls to realize their true potentials.

As far as possible, the reading level of the girls is the basis for the composition of the reading classes but we also take into consideration their common reading problems. I do not like to have the teachers resort to groupings within the reading classes because span of attention is short, interest in reading is generally low until stimulation and a genuine desire to read are aroused. This particularly applies to the remedial and corrective classes. The developmental classes are better able to work independently although even some girls in these classes also need some basic instruction. At present, four reading teachers assist me in the reading program. In addition, I tutor individual students who are not capable of being placed in regular reading class. The reading scores at the beginning of the school year ranged from 5.2 to 12.7 in vocabulary and from 2.8 to 12.6 in comprehension. We retested again just this past week and there were significant gains in both areas.

In addition, the reading teachers have their regularly-scheduled classes rotate every three months through the various subject cycles so as to gain insight into the methods and techniques used by the class-room teachers, as well as to gain insight into the behavior of the girl in other settings and under other conditions.

The problems most common in our reading classes are poor vo-

cabulary, low comprehension, lack of word-attack skills, and generally a poor attitude towards reading, usually as a result of previous failure in this area. The tools we use are much the same as you would find in other reading programs: SRA and EDL materials, Reader's Digest skill books, and Scholastic magazines and their publications: Scott Foresman publications, Math language series, Macmillan's Gateways to Better English, the Livingston Turner series, the Tach X and the Reading accelerator, film strips, tapes, records, and materials from the girls' courses of specialization. The materials we use depend on the students and their needs.

Another facet of our reading program is an in-service course for the reading teachers. We want them to be reading teachers not only in reading classes but also teachers of reading in whatever subjects they may be called upon to teach. There has not been enough emphasis in our colleges on preparing the budding teacher to teach reading in any area and not specifically in a reading class. We try to fill this gap.

We have also extended our services to the public school on our premises for those students who are having exceptional reading difficulty. This year we have a young girl in our program who only began to speak English last year and was given initial reading instruction last summer. At graduation she will receive an award for the girl who has made the most progress during the year, as she now reads on a 7th-grade level. Much work still has to be done with her in pronunciation and written work but she is certainly a changed girl from the one who entered our program.

Our reading program is only one factor, but we feel a very important factor, in helping the girls to change their basic attitudes toward themselves and their ability to be conscientious, self-supporting, and law-abiding citizens when they leave our residence.

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DIVISION OF VOCATIONAL REHABILITATION
by Stuart E. Greif, D.V.R. Counselor

Prior to recent legislation, the Division of Vocational Rehabilitation - the agency with which I am affiliated - serviced the clearly physiological and emotionally disabled member of the general population. However, it has recently been accepted by educators and D.V.R. legislators that other factors which come into play to influence the patterns of people's lives should be recognized and treated by rehabilitation sources as bona fide disabling conditions.

Amongst these are those segments of the population which derive from deprived economic backgrounds and which, in addition,

present some physiological and/or emotional overtones that serve to mitigate against their optimal functioning within society. It will become increasingly clear, as you listen to the following speakers, that most of the Villa Loretto population derive from numerous economic, sociological, and psychological aberrations which have served to conspire against an adequate adjustment during the critical period of adolescence.

Without the background provided for by parental supervision and other intervening sociological factors, the youngsters with whom we are concerned at Villa Loretto fail to master developmental tasks demanded by society. Failure to succeed at these tasks results in rejection and lays the ground-work for a self-fulfilling prophecy based upon self-doubt and worthlessness. When that prophecy is realized and manifested through academic under-achievement and brushes with legal authorities, it is at that point that The Division of Vocational Rehabilitation becomes involved through the participation in, and the development of, a program such as the one which we find at Villa Loretto. Our concern is one of staving off what hitherto seemed unavoidable for this population: the creation of a non-contributory member of society, a person who drifts in and out of the mainstream of life as a peripheral ghost reliving parental mistakes and adding new and more frightening ones to those which have preceded.

To become eligible for D.V.R. services, which will be described in a moment, an individual must first make application through self-referral or through a concerned agency such as the Social Service Department found at Villa Loretto. A referral is constituted by the provision of:

1. A general medical form.
2. A speciality examination - in all of these instances at Villa the speciality examination is a psychiatric report.
3. Finally, a case history, which provides useful information to draw upon during the counselor's initial interview with the prospective client.

Once having received the above information, the referred party is interviewed, and borne in mind are the limitations, interests, and aptitudes of the given client being considered for placement in one of the four training areas within "The Job Training Project."

These reports, coupled with case conference information and case progress reports, provide the counselor with some indication as to where he is headed with a potential student. It is important to add that the Vocational Reports provided are an invaluable asset in assessing innate intelligence as well as interest and aptitude. These reports play a vital role in the counselor's recommendation to the Case Conference Team with regard to placement within the four training areas which consist of the following:

Food Service

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Cosmetology

Nurse's Aid

Business Training

The D.V.R. role does not end with placement within the above areas. Throughout the entire process - which takes approximately nine months - there is ongoing counseling, group counseling, and the provision of ancillary services such as the following:

1. Provision of appropriate uniforms were indicated.
 2. Provision of tools-of-the-trade to provide for maximum performance on job-study programs as well as with regard to permanent placement.
 3. Referral to New York State Employment Service within the area of residence for that particular individual.
- (a) Beginning in September of 1970, the Division will provide for my transportation to upstate areas to assist those girls who require it in finding suitable employment. This is being done in recognition of the fact that many of these girls find it difficult to develop relationships after 18 months of dependency upon specific figures.

Thus far, my talk has been somewhat limited to the population at Villa Loretto who are enrolled in the "Job Training Project" and these are the youngsters who have met with failure in the usual academic setting. However, my caseload is comprised of other groups with the house such as those girls who seek extension programs in either vocational or college facilities.

The Division is in a position to sponsor college and other extension programs for any girl whose performance and interest warrants such an expenditure of funds. A typical college case can amount to a cost of \$10,000, including books and supplies, tuition, room and board, and any other fees concerned. The only service conditioned upon financial need criteria is room and board. Additionally, should the student meet financial criteria, the Division can afford the student maintenance funds on a minor supplementary basis in the amount of up to \$15.00 per week.

Naturally, it would be unrealistic to anticipate that all of our "graduates" would meet with instantaneous success upon leaving the shelter of Villa Loretto. For that reason they are briefed on D.V.R.'s continuing interest in their progress and advised where and how to contact either myself or the counselor within their residential area with regard to placement or training assistance. A number of girls whose cases have been "rehabed," have reopened their cases so that they can further reach their potential within the area of their vocational interests.

EMPLOYMENT COORDINATION

by Paul Raihofer, Employment Coordinator

My function as an employment coordinator is to appropriately place the students in jobs that are related to their vocational training. The placement of students involves steps. The first is a part-time-on-the job placement in the community while the student is still enrolled in the program. This step is an extremely important transition for the students, because of the anxiety of going out to work and the need to succeed. It is also the first bridge from institutional confinement to gainful employment in the working world. Part-time employment is also viewed as integral parts of the therapeutic, educational, and group living programs within Villa Loretto. Basic objectives of this program includes the development of responsibility, dependability, and gradual independence, in addition to the further development of their skills.

All referrals for part-time placement are channeled through me and I, in turn, check with each member of the staff who is involved with the girl. If everybody agrees, I use the following criteria in choosing the student for part-time placement - on the basis of priority and eligibility. If there is disagreement on a referral, a formal case conference is held and a decision is handed down.

The first step is a staff approval by all parties who are directly concerned with the student. Secondly, the applicant's age, appearance, aptitude, ability, and availability for employment - in relationship to the job requirements - are all considerations. Other factors include the experience the job requires, financial needs of the students, and an eight-month required residency before a student can go out to work.

Once the student is selected and approved for a job, there are many minor aspects such as filling out W 2 forms and applications, how to dress for an interview, how to present yourself, and arrange for transportation through my office. In addition, I hold seminars on filling out state and federal income tax so the students will have an understanding of the tax structure. Following these initial steps which prepare them for a job, the student goes out on interviews and the community has been very good in hiring our girls.

While the girls are working part-time there is an on-going counseling program in which the student is able to work out inter-personnel relationships or any problem she might encounter on the job. I also check with the girl's employer periodically and obtain feedback on the student's progress.

The second and final step involves the placement of the student in her home community after she has successfully completed the program. This is the time when the girl is graduated and discharged after the staff feels she is ready to accept the responsibility of going home and attaining gainful employment.

The searching and job hunting for the girls in their respective communities proves to be more difficult than their first employment while at Villa Loretto. The reason is that the students come from cities and towns throughout New York State and this distance makes direct communications harder. However, we have been successful in placing our graduates in their home communities by utilizing a vast number of resources. Over the past three years we have developed a file of businesses - located in different cities - which have hired our students. Employment leads come from newspapers, relatives of the girls, New York State Employment Bureau, private employment agencies, and career days which many of the Chambers of Commerce sponsor. In addition, we have a worker in our group home in Buffalo who aids in finding employment in the Erie County area.

Follow-up on all the girls is a very important part of my job. The following is a Project Rejoin Fact Sheet which fully explains the employment of the graduates:

P R O J E C T R E J O I N

F A C T S H E E T

By Richard R. Peters
Director of Education

Updated as of June 28, 1969

STARTING DATE: June, 1967

OMPER July, 1967, D.V.R.

COMPLETION DATE: June, 1968

OMPER January, 1969, D.V.R.

JOINT FUNDING BY: New York Division of Vocational Rehabilitation
\$108,950

U.S. Department of Labor (OMPER) \$70,320

FEATURES: Multioccupational Training to a socially disadvantaged emotionally handicapped, adolescent female population including Vocational Counseling, Reading and Arithmetic Skills, Work-study Program - Part-time and Full-time Job Placement with Follow-up Support by Aftercare workers, and On-going Research Program.

LOCATION: Villa Loretto School, Peekskill, New York

STATISTICAL DATA: Relating to the 29 full-time and 23 part-time students who completed the 1967-68 Training Program.

I Length of Employment

- | | |
|---|---|
| (a) Those still on original job | 7 |
| (b) Those leaving or discharged from original job within (1) week and not presently working | 0 |
| (c) Those as in (b) but presently employed | 1 |
| (d) Those leaving or discharged from original job | |

	after (1) month of employment and not presently employed	0
(e)	As in (d) but presently employed	15
	Total	23

II Those not employed at present

(a)	pregnancy	3
(b)	Married and homemaking	11
(c)	Actively seeking work	2
(d)	Not actively seeking work	2
	Total	18

III Others:

(a)	Moved out of state	2
(b)	Whereabouts unknown	5
(c)	College, Higher Level training, Business Schools, Advanced Nursing	4
	Total	11

Grand Total 52

IV. Qualitative Summary of the 1967-68 Training Program

Qualitative inspection of the statistical data reveals the following significant trends relating to Project Rejoin graduates.

- (a) Employment Shifting: Over two-thirds of those students known to be employed changed jobs at least one time after one month of employment. This may be partially caused by difficulties in readjusting to family, community, every day routine of living - in addition to initial job dissatisfaction and loss of the controlled way of life and security provided by the institution. Further research will have to determine the degree of influence of each of these factors.
- (b) Early Marriage: Approximately 20% of the students married and assumed home-making tasks within one-year period. This may indicate strong dependency needs on the part of some of these students who miss the security of residential living. Obviously, other students are reflecting the national trend of early marriage following graduation from high school.
- (c) Additional Training and Education: The Job Training Program served to encourage a few students to go on for additional training and education. Two part-time business students enrolled in college, one health-service student advanced to an R.N. program and another to a P.N. school. Another health-service stu-

was employed evenings at a hospital while completing a dental assisting program during the day.

(d) Successful Students: Some of the more outstanding examples of successful job placement were the following:

- (1) One food-service student who entered the training program when she was 17 years old, had been left back twice in school and was reading on a 2.5 grade level. After completing the program she obtained a job as a food-service employee at a hospital near her home. She has remained on this job for one full year and is currently earning \$85.00 per week.
- (2) A business student who applied herself to two part-time jobs in the banking field ended up as a transit manager in one of the banks.
- (3) Another business student who experienced two early employment setbacks was able to find success in her third job with a large New York business office. She telephoned the school several times to let her teacher know how grateful she was for her job training. She has held her current job for nine months and is earning \$85.00 per week.
- (4) One health-service student has enjoyed her employment as a nurses' aide and saved enough money from this job to enable her to plan for entrance into a P.N. program.

(e) Unsuccessful Student: As the statistics indicate, not all students met with success. Two are not seeking employment, three have reverted back to their previous pathological style of life despite attempts by after-care personnel to intervene, and would be appropriately identified as recidivists. One of these students indicated from the first day that the staff was wasting their time on her. "I am just going on welfare when I leave here, so leave me alone." True to her claim, and again despite clinical and aftercare assistance, she was employed for a period of time, became pregnant, and is currently receiving welfare assistance. These students were characterized by emotionally unstable personality disorders and the training program continues to try to meet their unique needs.

(f) Students whose whereabouts are unknown: One of the problems encountered in obtaining follow-up information was by the initial shifting of jobs and resulted in 5 students not being able to be located for a month after termination of the training program. For research purposes it cannot be assumed that they are either employed or unemployed. Staff will continue their attempts to locate these students.

(g) Aftercare Services: Because of the number of students rep-

resenting the many different counties and cities in New York State, aftercare workers were unable to physically cover this entire group. In order to overcome this problem, the residence is currently planning the transition of the student from institution to community, in addition to providing after care services.

- (h) New York Division of Vocational Rehabilitation: Each student is eligible for continued services provided by D.V.R. and all cases have been transferred to regional offices. Several times during the year students have contacted the D.V.R. counselor assigned to the program, requested interviews and received needed services. One student, for example, expressed a desire to enter a practical nursing program and requested an interview to discuss her plans with the D.V.R. counselor. Continued D.V.R. services appear to be one of the major resources available to the student in need of assistance.
- (i) Local State Employment Agencies: Although during the 1967-68 school year the local state employment agency was unable to provide the amount of job assistance requested, during the spring of 1969 they offered services and continue to make contact with the project's employment Coordinator.

V. Statistical Data: Relating to the 32 full-time and 27 part-time students who completed the 1968-69 training program.

(a)	Enrolled in the training program	
(1)	Full-time students	32
(2)	Part-time students	28
	Total	60
(3)	Additional students who received vocational counseling and testing	43
(b)	Currently employed full-time	16
(c)	Still in residence and participating in work-study programs	26
(d)	Will complete training in January, 1970	3
(e)	Currently seeking employment	15
	Total	60

VI. Examples of kinds of employment positions and rates of pay obtained by students completing training programs

<u>Employer</u>	<u>Position</u>	<u>Salary</u>
New York City Orthodontists	Dental Assistant	\$90.00 per week
Blue Cross	Secretary	97.00 " "
French Hospital	Nurses Aide	92.00 " "

Robert Hall Clothes	Key punch Operator	\$85.00	per week
Yonkers Professional	Nurses Aide	86.00	" "
Hospital			
Chemical Trust	Typist	86.00	" "
Robert Hall Clothes	Clerical Typist	80.00	" "
McGraw-Hill	Typist	87.50	" "
Chock-Full-O-Nuts			
Restaurant	Waitress	90.00	" "
Kitchen Cupboard Restaurant	Waitress	85.00	" "

VI. Qualitative Summary of the 1968-69 Program

During the 1968-69 school year 32 full-time and 28 part-time students participated in the training program. Some of the highlights of this year's program are the following:

(a) A Dental Assisting Program was added to the initial training areas, giving a total of five programs.

(b) The Health Service class extended their work-study program to include employment in the local community hospital, nursing homes and the Veterans Administration Hospital. All employers were pleased with the students and indicated a desire to continue the work-study programs.

(c) Food Service students continued to operate and maintain their own "Cafe de Villa Loretto" during the noon lunch hour. Demand from community restaurants for part-time help far exceed the supply of students. Almost all students participated in community work-study programs.

(d) All students in the Cosmetology class were able to obtain work-study experience in local beauty parlors. An increase in the number of clinic patrons from the local community was also noted: many women requesting their favorite student beautician.

(e) Business training students continue to obtain switchboard experience within the residence under the supervision of the classroom teacher and the secretary-receptionists.

Eight students participate in a keypunch course co-sponsored by I.B.M. and the Board of Cooperative Educational Services.

The New York Telephone Company assisted the students in the use of the telephone by loaning a tele-trainer unit for practical classroom use. Work-study programs, however, were somewhat limited by the small demand from the nearby depressed community and poor transportation facilities.

(f) A high school equivalency preparation program was established because of the expressed need by students of

the previous year. Eight students completed this program and further research is being conducted to determine its overall effectiveness.

(g) Six reading teachers enabled each student to receive one reading class per day, five days a week. Reading growth ranged from 6 months to 3 years with one student improving from a 2.6 reading grade to a 6.8.

(h) Cooperation of the various regional offices of D.V.R. was again enlisted as students neared the point of return to their communities.

SUPPLEMENTARY DATA

Part-time and Full-time Work Study Stations - 1969 school year

Veterans Hospital, Montrose, New York
Laurdes Hospital, Binghamton, New York
Community Hospital, Peekskill, New York
Cortlandt Nursing Home, Peekskill, New York
Doctors Hospital, New York, N. Y.
Yonkers Professional Hospital, Yonkers, New York
Somers Manor Nursing Home, Somers, New York
French Hospital, New York, N. Y.

Angelina's Beauty Salon, Peekskill, New York
Salon Encore, Shrub Oak, New York
Li-Jon Hairstylists, Croton, New York
La Donna, Montrose, New York
Wigs of Westchester, Peekskill, New York
Soft Tone Hairstylists, Peekskill, New York
Mr. Ronald's Hair Studio, Peekskill, New York

Reina's Beauty Salon, Peekskill, New York
Association for Composers, Authors and Publishers (ASCAP) New York,
New York
Professional Aircraft Tools, Croton, New York
I. Burack Inc., Peekskill, New York
White's Department Store, Yorktown Heights, New York
Robert Hall Inc., New York, N. Y.
Blue Cross, New York, N. Y.
First National City Bank, New York, N. Y.

Chemical Trust Company, New York, N. Y.
Kitchen Cupboard Restaurant, Peekskill, New York
Chock-Full-O-Nuts, New York, N. Y.
Hospitality Shop, Peekskill Community Hospital, Peekskill, New York
Truett's Ice Cream Store, Annsville, New York
F. W. Woolworth, New York, New York

CHILD CARE WORKER

by Sister M. Louis, Group Mother

I'm one of five group mothers at Villa Loretto. The term "group mother" is synonymous with child-care worker. In Villa, groups consist of girls from 15 through 18 years of age. Sizes of groups vary, from 18 girls in a group to groups of 34. Each group has its own living quarters, consisting of dormitories, living rooms, and dining rooms. Food is cooked in a central kitchen, but served individually in groups. Most girls attend either the Job Training program, or public school on our own premises; but some attend schools in the community. Girls are responsible for the care and upkeep of their living quarters and for their personal belongings.

The group mother and her assistant function primarily to order the daily living situation so that each girl may become increasingly responsible for herself. Our focus is in meeting the individual needs of each girl as much as possible and using the group process to aid in the socialization of each girl. The group mother functions as an important member of the treatment team. She is the central figure in the girl's life here, and hers is the task of carrying out the recommendations of the staff and of bringing to the conference table reports of the girl's progress.

The Job Training program has exerted a strong, positive influence on group living as well as on the individual girl actively engaged in the program. Every child-care worker is aware of the frustration engendered in a girl who is kept in a program which does not meet her needs, and every worker shares in the frustration herself. Sometimes it seemed to me I had worn a path between mine and the principal's office, trying to straighten out problems, and many boxes of tissues were used in the process of restoring some tranquillity to upset girls. When these upsets occurred frequently, with one or more girls, it could not help but have a negative effect on the climate of the group in general.

With the advent of the Job Training program, a girl in placement has the opportunity to be placed in a learning situation where she can achieve some success and can gain confidence in herself. Happy in the program, she often shows surprising aptitude and ability and many a girl has positively "blossomed out" as she recognizes her achievements and sees other recognizing them too. Her new-found joy in work makes her open to new experiences. She has reason to dress and look well, since she knows a job will be given her when she is ready. A girl who gets a job must learn to handle all sorts of new situations; how to spend and save money; how to react to provocative customers; how to control her temper. She soon sees success or failure depends on her. Problems are brought to the group mother and solutions are sought together.

A girl can go out on a job and not succeed. Perhaps she can not stand the pressure or cannot yet handle the problems. Whatever the difficulty - she is helped to work on it. Sometimes

when a girl comes to an institution, she thinks she is now isolated from the world and its demands and can stop growing and coping. But Job Training keeps her from maintaining such a fantasy, because even if she, herself, is not actively engaged in the program, she is constantly reminded by others that the outside world and this world are one and the same, with the same demands and responsibilities that cannot be avoided. Conversations turn to the new hairstyles that are being worn, better make-up jobs are exhibited, food is served more attractively at parties, business matters are more easily understood - for in group living what affects one affects all. Talk of jobs and job experiences provide enrichment not only for the girl directly involved, but also the people with whom she shares the experience. Interests of the group are widened and the climate is more optimistic. There is still frustration to be dealt with, of course, but now it is connected with a particular problem that can be understood and worked with - it is no longer a general sense of almost despair.

Girls in high school who are part-time students in job training, are glad of the additional opportunity to perfect developing skills and happy indeed is the graduate interested in further schooling - college perhaps - who find Project Rejoin fundings make her dream a reality.

Not all who participate in the program are successful, but every girl gains something that increases her chance for a happy life. A girl whose personality problems are so great that she will probably never achieve success in relationships, is provided with practical skills which enable her to support herself. A girl who is so fearful that she probably won't hold a job in the near future, is helped - in the intimate, close contact of the classroom - to conquer enough of her fears so she can live more happily with people.

I can only conclude with the wish that all of you here could be so lucky to have such a program in your institutions.

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USE OF AUDIO VISUAL MATERIALS IN WORKING WITH EMOTIONALLY
DISTURBED CHILDREN IN THE CLASSROOM AND IN A LEARNING CENTER

Chairman: Marquerite Harris, Stewart School, Garden City, New York
Recorder: Irene Craft, Pre-Schooler's Workshop,
Garden City, New York

The following are notes recorded by Mrs. Craft during the Workshop presentation:

Stewart Avenue School is a regular school setting with special classes as follows:

1. A transition class between grades K-1, and between grades 1-2. Children who are socially immature and behind in readiness skills fit here.
2. Educable retarded class.
3. Emotionally disturbed class.

There is also a Learning Center for use by grades K-6. The Hoffman Reading Program (Calif.) - with film strips, records, and worksheets - is used. There is a clerk in charge, and volunteers are in attendance. The Center is funded through Federal Title II. The program stimulates the learner to master himself. It encourages analytical thinking, develops self-direction and self discipline, and helps the child to study.

Mrs. Harris has the only emotionally disturbed class, 7-11 year-old, six or seven children in the class. Her children get passes to go to the Learning Center; giving them this limited freedom has worked well. They also spend some time in regular classes where they may go as long as they behave, even if they do not do regular work. Most teachers cooperate. Mrs. Harris is concerned with behavioral changes by getting the child to work on his own at the Learning Center. Tapes are used to teach math, listening skills (beginning and ending sounds), and reading. (Children are anxious to read when it is taped). The Overhead Projector is used for Frostig exercises. The child looks up at the projected image while tracing on the transparency.

Video-tape is also used in the classroom. The children taped a play, "The Happy Prince," which was shown to those attending the workshop. One of the main goals in using this activity is to foster group cooperation. Putting on the plays seems to be a big help in eliminating much of the teasing, fighting, and friction.

BEHAVIOR MODIFICATION
and
THE USE OF TOKEN ECONOMIES IN SPECIAL EDUCATION

by Patricia Brennan, Teacher
Elaine Shapiro, Assistant Teacher
Carol Butcher, Teacher
Francine Mancuso, Teacher
Clear View School, Echo Hills, Dobbs Ferry, New York

Mrs. Brennan (Now a teacher at the Mamaroneck Avenue School)

This workshop consists mainly of a film taken at the school, with introduction and commentary by the teacher of the class under discussion. The film may be a little misleading. I was manning the camera, and if anything outrageous occurred during the filming, I had to turn off the camera in order to run over to take care of the immediate upset. Therefore, the children look very "normal," very calm, involved in doing their work or play - at least in my class. This might lead you to think our therapeutic environment or our token economies are truly miraculous. This is not so, although we feel that both have been quite effective.

Let me assure you - anything you've got at your school, we've got at ours! All of our children have been excluded from regular school classes throughout Westchester. They range in age from three to fifteen years. Their labels range from minimal brain injury, to autism, to schizophrenia, with a little mental retardation thrown in. Some children have several labels. Their behavior ranges from extreme acting-out to extreme withdrawal, from quite primitive to highly sophisticated. We have children who have no language, and children who have nothing but abusive language. We have children who move very little and children who rarely are still. Their tested I.Q. scores include the very low and the very high, and all points on the continuum.

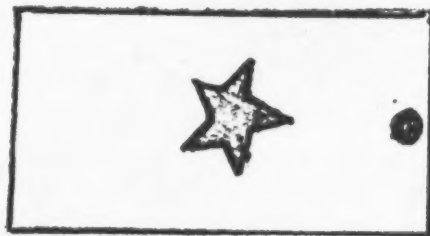
There are about forty-eight children in the school, with eighteen teachers, in addition to other staff members who are readily available to us: the director, two supervisor-therapists, one psychologist, a speech therapist, and two social workers. Clear View is sponsored by the Association for Mentally Ill Children of Westchester (AMIC), and the tuition is nominal. The school is supported partly by its sponsoring organization, partly by the State Department of Mental Hygiene, and partly by voluntary donation. The children are of varying economic and ethnic backgrounds. Clear View is a day school; I believe the only such facility in lower Westchester. Most of the children live at home, some with foster parents, and one currently lives at Children's Village, from whom we rent our facilities, although we have no other affiliation with it.

About behavior modifications: It is really a very simple process. It is based on the theory that behavior which is rewarded tends to be repeated, and the idea is to reward behavior which you want to see repeated. Rewards can be positive or negative. Yell-

ing at a student for slamming the door five times on his way into the classroom is, in effect, a reward for his action. He has gotten attention (He sure has!) and all of us who have ever meted out such "rewards" know that the behavior certainly did "tend to be repeated." (And how!). Commending a child for desirable behavior, no matter how infrequently it occurs, will increase the possibilities for that behavior to be repeated.

A token is just a tangible way of rewarding behavior. You can reward behavior by verbal praise and personal contact, but for kids who have lost all sense of themselves - and often have no motivation for doing anything, worthwhile or otherwise - sometimes a tangible reward is the only thing they can grasp, literally and figuratively. Tokens can look like this:

It's a piece of index card, cut into an oblong, an inch wide, two inches long, with a star in the middle and a hole in the end. They have to be hung on personalized hooks set into a pegboard.



Another class uses poker chips which they keep in leather bags they have made. For an older class of so-called educable retarded children, I made circular tokens in denominations of ones, fives, tens, twenty-fives, fifties, and hundreds, which I referred to as nickels, dimes, quarters, etc. They began with the "ones," but quickly learned to exchange them for the other "coins" as they accumulated. This translated itself into increased mastery over the relationships of real coins, and into the ability to count by fives, tens, twenty-fives, and fifties.

Miss Mancuso's class uses these neat things which look like paper money, and also come in different denominations.

(reduced size)



Tokens are exchanged at set rates and specified times for goodies - preferred games, food, free time, etc. (Miss Butcher's class, working on a more primitive level, uses immediate reinforcement, without the exchange of tokens).

The first class seen on the film is mine. We have six boys, ranging in age from seven to nine, and two teachers, which is a nearly ideal situation. J., eight years' old, has been called brain damaged, and he knows it, because he says, "I am a brain-injured boy - you have to help me." He is an extremely anxious little boy. Academically, he is an over-achiever, working above grade level in reading and math. His big problems are the anxieties. If he comes to school worried about something, he simply cannot stop talking about it. He walks around in circles

repeating his anxiety story all day. So, although J. gets tokens for doing structured academic work, he might get more for doing appropriate free-play activities (such as this engrossing game of doctor he is enacting with Mrs. Shapiro and M.) because this is a more difficult area for him. If he walks around during play period talking to himself, he would not get paid for that period; and we would remind him periodically during that time that he would be paid only for appropriate play. We might tell him, for example, that we realize he is anxious about, let's say, his bus being late, and ask him to tell us the "bus story" once, reassure him, and then give him a choice of games to play. We would encourage him to play the game and reward him, as we do all the children, with verbal praise and a pat or a hug, as well as with tokens.

Early in the school year when this film was made, we paid J.L. for playing this rather simple and repetitive game of jumping into the carpet and calling it a pool. Now we would not pay him for this. We know him better; we have higher expectations for his free-play activities; we want to see something more challenging, and we would tell him so, and suggest several alternate choices. It might be well to note here that although the teacher does make many decisions about what is an appropriate behavior at a given time, whether it is an academic skill or a social activity, these decisions are not - or should not be - arbitrary, but should be based on a thoughtful evaluation of the child's readiness for the new task. Sometimes our expectations are too high, and the child's response will be to "flake out" entirely. If the expectations were to be consistently too high, the child would be doomed to consistent failure. They have surely had enough of that!

Some days, kids just need a "breather" and the system and the teacher should be flexible enough to allow for this. Nothing is taken away from what the student has earned, but he may not earn as much one day as he does on another. No censure should be involved. It is always his choice of behavior among several alternatives, and he should always be told ahead of time what the acceptable alternatives are.

A. is a seven-year-old who came to us from two years of homebound instruction. He was excluded from school at the age of five for being a "menace" to the other students. He could not walk across a room without kicking whatever was in his path, whether it was a child's head, a block, or - unfortunately for our shins - a teacher's leg. He had extremely bizarre verbal and physical behavior; his play was complex and solitary. He appeared to be unable to do any academic work whatsoever. I brought A.'s work folder to give you an idea of what has happened in this area over the past eight months. This page of scribbling color upon color was the extent of his September academic efforts. These pages show his progress through the tracing and coloring of geometric figures, to his first representational picture early this month; from tracing his name, to recognition of these few words which have importance to him; from basic counting, to this April math

page of addition and subtraction combinations.

This is to show you that we didn't just manage A.'s surface behavior. Once we had gotten him into a chair and rewarded him in every possible way for sitting there without kicking anyone, we were able to discover some of the skills he already had tucked away, and to help him progress academically to a higher level.

One of the serendipities of using tokens with A., was that they were a key factor in his learning to count, to add and to subtract, and he is shown in the film assiduously counting a day's "take." For this little boy, who had such an early history of failure - social and academic - the tokens were perhaps his first concrete proof that he wasn't just a messed-up scribble himself.

This is not to say that we still don't see bizarre behavior from him, but now there is an awareness, a kind of "we're in this together" look in his eyes, so that, for example, when he recently took his sandwich apart and ground the bread under his heel, and while he stuffed the filling into his mouth - instead of gazing abstractedly into the middle distance as if he were unaware of what his heels were doing, he smirked up at us and said, "Well, back to the old style, eh!"

This last little boy, C., seven years of age, was with us for only three months, not because he was an "instant cure" - although we did have a kind of remarkable early success with him - but because his family moved to upstate New York. C. had not spoken to his father or to any adult except his mother, nor had he spoken in school for a year-and-a-half before he came to us. Although there was a mention of autism in his record it seemed quite inappropriate. He reacted by gesture and facial expression and gave many clues to his likes and dislikes. We used these clues to make work and play activities that would intrigue him from his perch behind the cubbies. We paid him for responding to our demands, but we tried to keep our demands within his reach. Within five weeks he was talking - first animal noises, then a false, funny voice, then his own sweet voice, all within a day. In his case, our acceptance of him as he was, and his trust in us, Mrs. Shapiro and me, and our supervisor-therapist who saw C. every day - these were certainly important factors in his decision to break through the wall of silence he had built around himself. However, the tokens fascinated C. He would pat my pocket to get them when he knew he had done what he was supposed to do. One of his first sentences was, "Why don't we make a film about tokens?" So we did.

Incidentally, his later behavior in the school to which he was transferred brings up the question of what happens when the children go to another system. In his case, no facility for disturbed children was available in their community, so he was tentatively enrolled in a public school kindergarten. (He still had many emotional problems, and he was, although of superior intelligence, at that point academically retarded). A sensitive and perceptive teacher was chosen to whom we sent a detailed recounting of C.'s

background, our class activities, our names, things C. liked and could do, trips we had taken. Although he began there by whispering rather than speaking full-voice, he did not regress to utter silence. He took part in class activities, and soon was speaking normally. He had lost the old habit of silence. This points up the probability, I think, that when a behavior has been changed and the response to the new behavior has been positive, the child will tend to continue the new behavior.

Question: What are some of things we saw the children exchanging tokens for?

Mrs. Brennan: M. was getting a dry cell battery, for which he paid 75 tokens. He had used one in a science experiment and wanted to work with one at home. He had saved up for over a week to get it. He was able to postpone gratification for a longer period of time than some of the others were, at that point. Now most of them can, and do, save for that long, and longer. The other items are snack food, small candies, toys, and even some creative junk.

We do have a petty cash allowance of about \$4.00 a week from which we can purchase supplies for the store, but it can be done on less than half of that and even without spending any money if you're inventive (see attached news items); for example, by having the children exchange their tokens for time in which to engage in preferred activities. We have an older class which uses tokens to buy time to play with games they like, watch television, or ride bicycles outside. I have even charged tokens to "rent" board games to take home over the weekend. In other words, the children have to do a certain amount of academic work properly in order to earn the privilege of engaging in desired free-time activity.

Question: Do you find there is a law of diminishing returns? Don't the tokens lose their impact after a while? For example, a child may get a gun which he wants, but the next thing is an airplane - and he's not interested. Isn't the incentive value affected?

Mrs. Brennan: Well, there should always be variety of choice. New items should be added periodically. You must be flexible. You almost have to smell when someone is obviously losing interest, and you must change your rewards. You must make something they like and want contingent upon the earning of the tokens. Also - and very important - remember that the expected behavior gets to be a habit. In effect, "This is what I am supposed to be doing so I am doing it."

Question: Then they don't always appear to be working for tokens?

Mrs. Brennan: Well, I remember recently when we were walking down a hall, and someone said, "Do we get a token for being quiet in the hall?" I said something like, "Ah, I don't think so. I kind of expect you to be quiet by now." He said, "Then I guess I'll make some noise," but he couldn't quite work himself up to it. He had

simply acquired different hall behavior.

Miss Butcher: An important point which we haven't touched on yet is that we work very hard on a program for each child, and change the program frequently. Hopefully, there will be a greater incentive for the children to work because the teacher is introducing something new, something exciting, taking educational and pleasurable trips, and using this material to engage the child's interest and curiosity.

Question: What is the carry-through in the home situation after five hours of school?

Mrs. Brennan: About the use of tokens: some parents seem almost angry that the teacher is using them. They may try to thwart you by giving the child goodies similar to those in the token store, so that he won't need to, or want to, get them from you. Some parents are very interested in the idea. They think they are suddenly going to change their child's entire life-style with tokens. But because of many variables, including insufficient knowledge of the techniques of behavior modification, the idea is usually abandoned. Generally, when the child's behavior begins to change for the better, the healthier parents accept the fact that some magic, some alchemy has taken place; and they try to work with you, and with the good behavior. We maintain very close contact with the parents through our social workers.

Question: Do you feel that the tokens change the teacher's orientation toward the total situation to a more positive view?

Mrs. Brennan: Unquestionably. At the end of the day you can say, not, "Oh, A., you gave me such trouble for the last hour," but, "Oh, A., you have twenty tokens! You certainly did a lot of work today. That's really great!" It helps the teacher to remember the good things. I find the token system a very positive force for me, as I think it is for most people who work with it.

Question: Do you have any problem with children taking things away from each other that have been bought from the store? Is it allowed?

Mrs. Brennan: It doesn't happen, probably because each child has either gotten something or is saving toward something, so he doesn't covet the goodie earned by another student. No one is completely empty-handed. But it wouldn't be allowed. You know, even with behavior modification, you just don't stand around while student X. is punching student Y. to a pulp, ignoring it, hoping wildly that he will sit down so you can rush over and reward him! Anything unpleasant, destructive, or harmful, you stop! Immediately!

Question: How do you indicate your displeasure at certain behaviors (other than screaming and yelling)? Is there any extrinsic way? Can you isolate a child if necessary?

Mrs. Brennan: We can isolate a child with one of the two teachers or with our supervisor-therapist. About undesirable behavior, you would try to stop it as dispassionately as possible because that is the ideal goal in theory, although it does not always work out that way in practice - human frailty being what it is. If a child continues to run out of the room, you bring him back, put him in his seat, tell him that he must stay in the room for a set time-period. We have a lock very high up on the door if we have to use it in order to keep him from going out, from having to be brought in, from not earning. You emphasize that while he is not working, he is not earning. If he wants to go out, then he must make a certain number of tokens inside the room which he can exchange for a period of time outside.

You make the going-out a positive thing, a goal to be achieved. You set the "cost" of it within the child's earning power. We offer a good bit of leeway to the children; the day is broken up into many short periods of time, with alternate periods of work, play, rest, and food, so that there are many opportunities to do different kinds of things, to be permitted and encouraged to do them, and to be rewarded for doing them.

Question: Do you have a Skinnerian schedule, or any plans for removing the children from the token system? You know you could be scheduling the rewards at longer intervals - a week, two weeks, and so on.

Mrs. Brennan: I do not plan to end the token system, nor am I following any set schedule. Very personally, it gives me pleasure to hear the boys munching contentedly on the fruits of a good day's labor. However, two kinds of rescheduling do occur. One is set in motion by the individual child as he revises his own limits, by saving for longer and longer periods of time, by working for longer and longer periods without a tangible reward.

At the same time, since we have so many areas of behavior to alter, we change the requirements for obtaining rewards as soon as an acceptable level is obtained for one behavior. The desirable behavior is maintained mostly by social rewards (praise, physical contact). It is this kind of reinforcement which the children eventually respond to in the home and in normal-school situations when they leave here.

Miss Mancuso: My class is older, more sophisticated, and much better functioning than Mrs. Brennan's. I think the more sophisticated they became, the more complicated our system became. My boys are all normal-looking; they are in Little League; they have paper routes; they work in their neighborhoods, and in general do the kinds of things most normal boys do. However, they were all excluded from regular school classes for some kind of disruptive behavior. One of the boys has been at Clear View for three years, three of them for two years, and two are new. The group dynamic is very important. If one boy gets more Hoagans than another, it causes dissension. The teacher has to explain very carefully why

one has gotten more; and even at that, there is still a lot of grumbling, until a firm, "That's the way it is!" ends it. I work with a teacher who has been with this group for two-and-a-half years. These boys had "gone through" three teachers in six months before his arrival. This teacher was cut by thrown glass shortly after he arrived. The boys, many of them labeled potential psychotics, made life very hard for him at first.

For eight weeks, they operated without any system of reward and punishment. He found that verbal praise just was not effective. There seemed to be nothing he could say which could keep them in line. He worked out a system of merits and demerits which interested the boys at first, but soon it became a status symbol to get on the demerit side before noon - at which point they would stop working for the day. At the end of the day, being on the demerit side set up a negative feeling toward the rest of the week.

After a week or so of that, the Hoagan system was devised, in denominations of ones, fives and tens. There were six work periods: math, reading, story-time, lunch, afternoon work period, and gym. Maximum pay for any period was ten Hoagans. Total possible for any day was sixty. Their store merchandise often ranged as high as 750 Hoagans. A few drawbacks to this system developed. The boys realized that they could be disruptive all morning, and still earn enough in the afternoon to suit themselves. Soon this became a kind of pattern - kicking up a fuss all morning, and settling down to work in the afternoon. There was also a lot of stealing going on, especially on the part of one leader, and then the others would follow suit.

We made a rule of no lending, borrowing, trading, or stealing of Hoagans. We locked up the Hoagans, but they could, and did, pick the lock. We also found the six pay-periods rather cumbersome. Six periods plus six boys equals thirty-six pay-offs. It took up time, and we also found that they didn't need that immediate a reinforcement. They seemed able to wait until the end of the day, at least. We also found that with the day arbitrarily blocked off into periods, we had left them no time to "goof off." We felt this was unfair to them. We also were unable to keep the boys from taking each other's Hoagans even by personalizing them - they quickly fouled up our personalizing system!

Anyway, because of the way their mornings were going, we decided to make the system multiplicative. It sounds complicated, but it goes like this: In the first pay period, maximum pay is two. If you get that, then in the next period, you can get four, then eight, then sixteen, then thirty-two. A perfect day would be a total of sixty-two Hoagans. We had six periods in the day, but only five were pay periods, one was non-pay. We moved the non-pay period around arbitrarily. For example, on a trip day, the trip time would always be a pay period, and one of the academic periods was made non-pay. Instead of giving out Hoagan bills, we made up pay charts, which I will illustrate here:

Period	Date: March 2, 1970. Monday.					
	Da.	T.	Dv.	S.	E.	L.
1	1.3	2	a	2	2	2
2	2.6	4	b	3	1	2
3	1	8	s	6	1	4
4	1	1	e	12	2	8
5	1	1	n	24	4	16
Extra		10	T	10		10
Total	7	26		47	10	32

(reduced size)

We never gave a zero because it cannot be multiplied. (Actually we tried it, but the effects were disastrous!). We do give decimals, however, such as 1.3. The next perfect period could be then worth 2.6, and so on. We also give extra Hoagans for very particular individual problem areas which the boys were aware of, and which we were trying to eliminate, much as Mrs. Brennan did with her class. We did not give a zero even if a student was absent. We would just write in the word "absent" as we did on the pay chart above. We never use minus signs. If a boy had a chance to earn an extra ten on that problem behavior, and did not earn it, we would make a ten with a circle around it. That calls it to his attention, but doesn't have the negative effect of the minus sign. I think it is very important, psychologically, for the boys not to see that minus sign. Also, we found that the phrase, "You can't get full Hoagans for this period if you're not working," was something the boys could understand and accept. People don't get full pay for not doing full work. They could deal with this, but not with the idea of getting no pay. Full pay depends upon doing a suitable amount of work, acceptable work habits, and so on.

Question: What constitutes a suitable amount of work? And what happens if a boy starts out well, and then blows up?

Miss Mancuso: The work requirement varies with each child, depending on his level of achievement. One might be assigned five pages of math, another only five problems. We would pay each child for that portion of the period that he had worked - half pay for half the period, a quarter for a quarter, etc.

Question: It sounds very scientific! How much, if at all, did you involve the boys in the decision concerning the amount of pay for each period?

Miss Mancuso: We involved them very much in the whole process. We asked them when it was fresh in their minds what they thought they deserved, and we listened to them because they are really very fair-minded. They have plenty of precedents to go on about how much they deserve. They would be pretty thoughtful about it.

We tried to make the system as objective as possible, so that we wouldn't have to enter that much into the negative behavior. With the positive behavior, we would lavishly praise them, and give extra Hoagans left and right. We often played academic games with them at lunch time where they could get as many as fifty or a hundred extra Hoagans for a correct answer.

Question: In my school, I make a chart of negative behaviors for each child. He gets a mark every time he engages in that behavior. At the same time we do tell them that they are still acceptable and worthwhile people even if they do have to do something about that bad behavior. We have found that their negative behaviors have diminished. After all, how will the child know what his problems are if you don't tell him?

Miss Mancuso: We do tell him but we try to focus on the good behaviors as something we want to see continued, rather than on the bad behaviors we want to see discontinued.

Comment from audience: The difference is that with the panel members, the undesirable behaviors, while acknowledged, are not reinforced by a specific negative sign, like a mark or a demerit; they are not graphically underlining the negative behavior. On a more primitive level, you are saying, "I don't like what you just did, but I still like you." Hopefully the children are hearing mostly the "I still like you."

Question: How do you know if the child's behavior has changed if you don't keep statistics? If you are using this system, you have an obligation to monitor it, to record the behavioral change. It's in the book!

Audience member: Their statistics are in the relative improvement of each child!

Mrs. Brennan: For my purposes I know the child's behavior has changed because I can see it, and so can he. I know when it began to change because I keep anecdotal records. Actually, I think charting or graphing behavioral improvement can be itself a positive reinforcement, especially if the charts are made and kept by the children.

I'd like to re-emphasize our aims for this workshop as well as in our teaching. Our purpose at Clear View is to effect change, not to prove that change can be effected by one means rather than by another. If we were to present here a scientific study of tokens as a factor in effecting behavioral change we would have had to eliminate all the lovely variables - teacher attitude, verbal and physical reinforcements, therapy sessions - a total school ambience.

We are not here as disciples of behavior modification as the only, or even the best, way to work with children with multiple problems. What we are trying to show here, in film, with concrete

samples of the children's changed academic output, with informal accounts of our experiences and observations, is that the principles of behavior modification are intrinsically simple; they are within anyone's capabilities; they are adaptable to a variety of teaching styles and personalities; and that the use of a token economy can be especially helpful to teachers who find themselves in a situation akin to "Bedlam," where the behavior is so bizarre, or the class dynamic so negative, that some kind of control must be established before positive learning can begin to take place.

Miss Mancuso: Let's take a look at an older group in action, now. The first boy, T., is fourteen years of age. He's our "stealer." He has been here for two years, is a good student of average intelligence. The token system has probably done more for this boy than for all the other boys in our class. Being rewarded for good behavior has really helped him to eliminate a great deal of his bullying, destruction, cursing, and fighting, over the years. As a matter of fact, he has just returned to the school system which originally rejected him, and so far is maintaining himself in regular junior high classes. He and the other two boys who have just gone back into the same school system are in contact with us as often as they feel the need.

L., the class leader, is also fourteen, black, beautiful, and cool! He is also back in school. Last year, after L. had acquired a habit of positive, rather than negative, leadership and had decelerated or eliminated his bullying and scapegoating tendencies, he also concluded that he would have to learn to read if he wanted to get anywhere - so he really made up for lost time. He is planning to become a psychologist, and not only will he probably make it, but he'll be fantastic!

D., another returnee to junior high, is withdrawn, rather uncoordinated, diagnosed as semi-autistic. He has a very high reading level, but tends to stick to non-emotional, informational reading, and remains socially out of contact in general. With D., the token system seemed to have the least effect in changing his behavior, in drawing him out, or involving him in human contact.

Mrs. Brennan: It seems apparent that the behavior of children like D - inward, withdrawn children - is perhaps much more difficult to alter because they are not dependent on, nor desirous of, response from other individuals, on either a positive or negative level. In effect, responses must be demanded from them more dramatically than from others, as will be seen later with Miss Butcher's class.

Miss Mancuso: Now, the boys come up one at a time to discuss their pay for the morning and later for the afternoon periods. They decide what they would like to have in the Hoagan store and we supply it from our budget which is \$8.00 a week. We also cook twice a week, and the boys decide what those meals will be. That is another way they use their Hoagans. The highest bidder pays his Hoagans for the privilege of deciding on a day's menu. The bidding can

go quite high at times.

The boys in this class are involved in many aspects of the day's schedule and projected activities. Their pay is carefully recorded in bank-account books, and they subtract what they spend from their total so that they always know exactly how much they have. These accounts are kept up to date daily. At the end of a week, we open the Big Store, in which the really expensive items are kept: a chemistry set, hockey sticks, a radio, models, perhaps a camera. If we know that a child very much wants a particular item, we seek permission and funds from the director to put that item into the store. Sometimes items are donated by philanthropic friends of the school. Often, items connected with class projects go into the store.

Question: Have you ever used, say, fifteen minutes of your undivided attention as a reward?

Miss Mancuso: In other classes this has been done, but it seems that in our class no one wanted to buy it!

Mrs. Brennan: We do use time as a reward with several of our boys for whom a walk outside with the teacher, or a period of time alone with a trusted adult is almost the only reward that can help them maintain themselves in the group setting, or through even a minimal period of academic activity. However, my favorite time-buyer is this "may not be so autistic after all" fifteen-year-old from another class who exchanged his hard-earned tokens for visits with a pretty teacher with whom he was smitten!

In this same older class you will see a chubby, jolly boy who came to Clear View a few years ago with no verbal language, and who now converses spontaneously and relevantly - I wish you could hear him. His own lunch was used as a reward for desired verbal behavior much as you will see food being used by Miss Butcher in her work with some of the more isolated children.

Miss Butcher: My presentation will deal with only one type of behavior: speech, and with the system which influences only one time of day - lunch time. There are six children with three teachers in our room. The age range is six to nine years, and all the children have been labeled autistic in previous diagnostic evaluations. Essentially they would lie on the floor or wander aimlessly if left to themselves. They function intellectually from severely retarded to almost normal. Language development in all cases was late. Some had words, and then dropped them. Their language ability varies a great deal.

In September of this school year, two children had expressive language - that is, they were talking; two had no words at all; and two had a few words and assorted sounds. Their receptive language also varied, depending upon the degree of contact they maintained, and according to their motivation to understand. Each child has certain things he likes; so, for example, if I ask R. to get a ball

on the other side of the room, he will go and get it because he likes to play ball. If I ask J. to get it, he won't bother because the ball is not important to him. On the other hand, if I ask J. to get the potato chips from a specific place, he does so because he loves potato chips.

They all seem to need a familiar situation in order to understand language. One or two anecdotes will illustrate what I mean. D., who is a very verbal child, had her milk taken by another child. When she was told, "Well, D., you'll have to keep your eye on your glass," she raised the glass and put it to her eye. Her understanding was quite concrete at that point. Another child and I were going to play with a truck. We were standing on the carpet, so I told him to sit down (so we could play). He stood a moment, then he went across the room and sat down in a chair facing in the opposite direction from me, and away from the truck (even though he wanted to play), because "sitting down" could only be done in a chair. His understanding was that structured and limited.

My observations of what the children liked and were interested in were the basis for my decisions about the kinds of reinforcers I would use, and about the kinds of program I would develop for each of them. I will explain - briefly - a few terms I use. For instance, I say I am teaching "speech," but I mean that I am teaching it as a step toward language. I'm not really calling it "language" at this point. I am not yet interested in whether the child knows the word, or understands the concept. I'm asking him to "make the sounds," to imitate what I am saying. Originally, I was not expecting the child to desire to communicate completely. I was going to provide a reinforcement for any effort. I had observed enough to tell me that they had a lot of experience of not speaking; they were not able in some cases, not motivated in others, to speak.

At first, we worked on imitation in song and play. The happiest day for me in September, the only day I achieved full success with the group, was during a song which required everyone to yawn. When I yawned, there were six open mouths. Even they could not resist the contagion!

As far as getting these children interested in the process of making meaningful sounds is concerned, I had to force them to focus their attention to what I was saying, by sitting in front of them, holding their hands, holding my knees around theirs, exerting firm pressure on their arms, until I got a moment of eye contact. Then I would release the pressure, give them a pat and congratulate them, saying "Good, you were looking at me. That's a good start." I called that "nose to nose confrontation" and hoped from there to move to "eye to eye." I also let them know at that point that I had something they liked, whether it was a potato chip or just myself. I was setting myself up as an unavoidable obstacle, and then using myself as both a positive and a negative reinforcer, because as soon as I got the desired behavior, I released my nega-

tive hold, and gave them the reward - food, or a hug.

In teaching speech, I found that prompting is very important. It isn't enough to just say the word. I would also try to see that my non-verbal behavior was getting to him. I would manipulate his lips into the correct shape for making the desired sound. I would repeat and exaggerate the pronunciation of the word, and then I would "maintain an intensity" of concentration in my presentation of the sound to him, to communicate an "air of expectation," that the child was to do something.

"Successive approximation" is a term which is very important in this form of behavior modification. This simply means that you don't expect the child to do everything the first day. For example, with J., what I accepted at first as a step toward speech was his spitting! It was an attempt toward a "p" sound. I could mold his day-by-day attempts, from spitting, to a "puh" and all the way to the word, "potato chip." The key with prompting, I think, is always to expect more and to give less and less in the way of a cue. If you continue to give the whole word, you never get spontaneous speech. You must back off as he advances, until you are saying essentially, "What do you want?"

Regarding statistics, I would say that, after having kept very carefully graphed records of behavioral change in several projects with autistic children, now I find that as I teach children to talk, I know a child has changed by his ability. When I hear him making a better sound, I change my requirement. I can tell the child has improved because he began by making perhaps a "k" sound in September and at the end of November, he is saying, "cookie." I don't feel that it's necessary to say how many times he says it, but only to note that he does say it. You know as you change your requirement that the child has changed. You know you are moving up.

"Blending" or "chaining" sounds means teaching one sound at a time, and then having the child put two sounds together. For example, with R., I asked for an "m" sound, then for an "ah" sound, and then he had to put them together in order to get the reward. Then we shaped that sound to "more," a word he could really use to get something with. The reinforcement was basically their own food at lunchtime. I began with different foods for different children, because I began with only one child at a time. I would determine the demands and reinforcers for each child, and then the actual process could be taken over by each of my assistants.

I will just point out some of the children in the film and indicate their progress up to this point. For example, R. entered in September with no speech at all. At the time of filming in April he was up to one sentence, with fair clarity, such as, "I want the milk." At the same time, as we were working on the production of sounds with R., we also were teaching him to take only one bite of a sandwich at a time. His previous habit was to stuff in the whole

thing, which invariably caused a choking fit.

Another of our two non-verbal boys, J., age seven, is the one who proceeded from spitting, in September, to that happy day last winter when he saw something he wanted and said, with no prompting, "I want potato chips." In this sequence you will also see my supervisor using himself as a reinforcer. When J. gives just a little tug at the supervisor's hair, the supervisor falls over, causing J. to want to do it again. For J., play and meaningful social contact were largely absent from his experience.

Question: Does the school endorse these token economy systems?

Miss Butcher: There is no set policy. Four of the eight classes use some form of behavior modification. One teacher uses "star" charts for acceptable academic and social behavior, two teachers get along well without them, and one is not using tokens but is interested in seeing how effective they would be with her class.

Comment: It ought to be used for all children.

Mrs. Brennan: It can be. You just have to figure out how to do it, and that takes a little time and ingenuity.

Comment: It seems like a very human way to approach a behavioristic methodology.

Miss Butcher: You said the right thing! This is what we want to convey.

Mrs. Brennan: We're saying that systems like this can be used, with understanding, with concern for each child's unique needs, and it's not bad to have two things going for you instead of just "the system."

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Related Readings

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N. Y. Times, Sunday, April 14, 1968

DISRUPTIVE PUPILS TEST YESHIVA PLAN

Some of the disruptive, psychotic, neurotic or delinquent children who had been causing trouble in the city's public and private schools are now participating in a Yeshiva University program designed to spur their educational achievement. Under the program, a reward system motivates the children to behave and study.

The rewards include permission to read Playboy magazine, drink a bottle of soda or eat a slice of pizza, and sometimes a gift of money. These are viewed as better ways of encouraging emotionally disturbed children to learn and behave than the giving of traditional rewards, such as placing a gold star next to a student's name on a chart.

Since the reward program was initiated, as many as 83 per cent of the students participating have performed their assignments without disrupting the class. This compares with a 33 per cent rate for other students who did not have these rewards to motivate them.

Concept being Tested

In addition, the University has found that student reading scores have shot up dramatically, with the average student gaining seven months of reading skill in only two months of special classes.

The experimental program is under the direction of Dr. Paul S. Graubard, Assistant Professor of Education at Yeshiva University's Ferkauf Graduate School of Humanities and Social Sciences. The reward concept is being tested as part of a larger program to train special education teachers.

The children participating in the program are recommended either by the Board of Education or directly by their parents. Until now, almost all of the students - ranging from the first-graders to those in junior high school - have been sent from Public School 148 in Manhattan, one of the city's "600" schools. The students do not lose any credit but move ahead of their regular classes.

Sara Unobsky, director of the Special Education Center at Ferkauf, explained that "a basic task we assign to a disruptive child is to sit at his desk for a short period of time and complete a simple assignment without disrupting his group."

"The children receive points for carrying out the task and are rewarded after compiling a given number of points," she said. "Since the class itself decides on the reward and since some re-

wards depend on completion of the tasks by all class members, the children take part in a team effort in winning the prize."

Some Just Sit There

Not all the participating children have a history of disruptive behavior. Dr. Graubard noted that there were a few students in the project who were there because "in their regular classes they used to simply sit in the back of the room, not bothering anyone, but having lost all interest in study."

Another element of the program is the teachers' accent on the child's positive behavior while playing down his negative behavior.

"There are many negative rewards in the school system," Miss Unobsky contended. "Making the so-called good child a milk monitor, while merely removing the unruly student from the classroom is not much help to the disruptive child. To many students this kind of removal from the classroom is a prize itself. It makes them heroes and the learners sissies.

"We are reversing that by making learning an 'in' thing and insisting that all rewards be dependent on positive behavior. Thus, the teacher will not even reward the disruptive child by calling attention to him. Rather she will wait for the minute that he does pay attention and notice him then."

The Daily Times, Mamaroneck, N.Y., Thurs., Nov. 6, 1969

Incentives Offered

CAPITALISM MOTIVATES 6TH GRADE

Riverside, Calif. (AP) -

"That's correct, Jimmy," the teacher says. "You gain \$40."

It's the sixth grade classroom of Allan Harrison, who is pioneering a capitalistic approach to school work.

He calls it the Harrison Point System and the idea is to exploit the old acquisitive instinct.

The money is all on paper, but in theory the kids are paid for good work and fined for flaking off. A shrewd child can build up a theoretical fortune.

The system, says Harrison, works:

"It's an incentive. It has done away with grades. I substitute academic dollars."

The 44-year-old instructor gives each pupil a \$500 credit to start the semester. The nest egg expands or shrinks according to the caliber of academic work produced by its owner.

Harrison says many parents and educators "shudder at the idea of bringing capitalism in the schools."

"But I'm teaching the American way of life," he says. "This is the way society will treat students when they are out of school. Why not teach children about American society the way it really is?"

Students can build small empires. For instance, a student with enough theoretical capital can acquire the Information Co., a firm that dispenses facts to those who were inattentive in class or didn't do homework. The student can "buy" the right answer from the Information Co.

There are about a dozen other firms successful students can buy and operate. They also may earn academic dollars for helping slower students, for good work habits and for cooperation in class.

"You can't keep the kids at home," Harrison said. "They come even when they're sick."

He said progress in remedial reading classes "jumped one year in just three months under this system. The students are motivated to work."

N. Y. Times Summer, 1968

REWARDS SYSTEM HELPING THE RETARDED HERE TO READ

Two months ago, 12-year-old Noreen thought that the letters B-A-L-L spelled "doll." David, 10, could not read his name. And Sandra, at 11, stared at the word "look" and told her teacher:

"I know it, I recognize it - we learned it in class. But I can't say it. I don't remember what it means."

Today, because of a state-funded experimental program in which a child is given extra playtime for doing well in his schoolwork, these youngsters no longer fidget through class periods, staring hopelessly at the letters that crowd their books or gazing listlessly out the windows.

And each one can now read a short essay or story and then answer questions on what he has read.

With 147 other children, most of them from the slum areas of South Jamaica, these three are enrolled in a remedial reading and mathematics course organized by District 28 in Queens - which includes Forest Hills and Rego Park as well as South Jamaica.

Converted Studio Used

Each school-day afternoon since April 7, in a converted dance studio on Merrick Boulevard, they rushed back and forth between the lavender and gold-colored playroom on the first floor and the mirror-lined classrooms on the second floor.

And after nine weeks of being rewarded for high test scores with a game of table tennis or pool, they have begun to grasp the fundamental concepts they failed to learn in nine school terms.

The students in this program are among thousands of New York City school-children who are seriously retarded in reading. Of 582,000 elementary, intermediate and junior high school students tested last year, one out of three was one year behind the national norm and one out of five was at least two years behind.

Many Projects Aid Retarded

And the program itself - operated by the Educational Advancement Center, 89-28 Merrick Boulevard - is one of nearly 300 projects being operated by the Board of Education in an effort to correct retardation. As Seeling L. Lester, Deputy Superintendent of Schools in charge of instruction, put it, "we want to try everything that comes to our attention, any approach at all."

To critics, the Center's reward theory is a thinly-disguised form of bribery. To parents who promise their offspring money or trips to Europe in return for high grades or giving up cigarettes, it is simply common sense.

N. Y. Times, Monday, Nov. 18, 1968

AUTISTIC CHILDREN ARE AIDED BY NEW TREATMENT AT HOME

By Jane E. Brody

When Billy was 5 years old, he threw frequent temper tantrums and spent most of his time crawling on the floor in circles, grinding his teeth and twirling his fingers in front of his face.

He showed no interest in his family or in people in general. He could not speak - in fact, he could utter only a few sounds, "ah," "ay," "ee," and "oo."

Billy was suffering from a mysterious and rather hopeless form of childhood schizophrenia called autism that kept him totally out of contact with the world around him.

Today, a year and a half later, Billy is singing songs and talking in complete sentences. He plays happily with his two brothers and attends a special school where he gets along well with other children. He rarely engages in the bizarre behavior

that characterized the first five years of his life.

What happened in between was a new form of treatment that saved him from an empty, lonely life, probably in an institution.

The treatment, developed by William Trachtenberg, director of the speech clinic at St. Christopher's Hospital for Children in Philadelphia, uses the child's parents as therapists and relies on a classic teaching technique - operant conditioning. This method reinforces desired behavior through rewards.

Mr. Trachtenberg described his treatment yesterday to a standing-room-only audience attending the annual meeting of the American Speech and Hearing Association at the Brown Palace Hotel in Denver. He elaborated on his approach in a telephone interview.

"Until a few years ago," he said, "there was no treatment available able to empirically demonstrate rapid and consistent improvement in autistic-like children."

Then, O. Ivar Lovaas, psychologist at the University of California, Los Angeles, showed that severely disturbed children could be taught to communicate verbally through operant conditioning, Mr. Trachtenberg said.

He pointed out that Mr. Lovaas worked with institutionalized children whose total environment could be controlled 24 hours a day.

"But there aren't enough institutions or trained therapists to go around for all the autistic-like children who need help," Mr. Trachtenberg said. "In the Philadelphia area alone, there are more than 2,000 such children."

Therefore, he adapted the Lovaas technique to treat children who live at home.

For Billy, food was used to reinforce desired responses. Before therapy, Billy was fed with his family as a normal child would be. But when treatment was started Billy's food was withheld until he did what the therapist wanted him to do.

First Billy was taught to look at the therapist and pay attention. Each time the therapist called Billy's name and the child paid attention, he was given a mouthful of food. Through scores of similar lessons, each given before mealtime over nearly six months, Billy learned to say sounds, then words, and then to identify objects.

At first, all the conditioning was done by a trained therapist at the hospital's clinic while Billy's mother looked on. After about two weeks, Billy's mother began giving him additional lessons at home, and, after a few months, more than three-fourths of Billy's 21 lessons a week were given at home by his parents.

"Parents don't need any special intelligence to carry out the treatment," Mr. Trachtenberg noted, "but they do have to be highly motivated and emotionally capable."

The Philadelphia therapist is now working with another autistic child who, although he could speak, could not communicate.

"He spoke in advertisements like 'Union Carbide Jolly Green Giant.' I suppose that meant something to him but it sure didn't to anyone else," Mr. Trachtenberg said.

Now, after 10 months' treatment, the boy's speech is much improved and he is ready to enter a regular nursery school.

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PRE-OCCUPATIONAL AND VOCATIONAL PROGRAMS
FOR EMOTIONALLY DISTURBED AND LEARNING DISABLED

by Robert B. Phillips and Robert J. Thomas,
Supervisors in Secondary Special Education,
Second Supervisory District, Westchester County
Fairview Center, White Plains, New York

INTRODUCTION

In many communities, special education programs have been forced to broaden their scope as well as to increase their population. This has not been due to an unprecedented increase in the number of mentally handicapped children being born, but rather as a result of general education programs being unable to cope with a low-functioning group of students (borderline retarded) in their schools. These young people have been identified by many different titles, such as: culturally disadvantaged, culturally deprived, culturally different, low achievers, etc.

Rather than meeting the challenge head-on, to develop programs for low-functioning, acting-out students, those students with I.Q.'s low enough (frequently re-evaluated to meet the criteria) were referred to the Special Education Department for programming. These students were often placed in classes for the educable mentally retarded.

The most unfortunate part of this was that these students who were placed in special classes were only retarded for the six hours they were in school. In their communities these same individuals functioned as normally as their counterparts who remained with the main-stream of students in the regular school.

The practice of placing this group of individuals in Special Education continued, and with it came numerous problems for the students and their teachers. The students rightfully resented the stigma attached to being in special classes; there was little compatibility between the truly handicapped and this new group. Other difficulties which occurred were that teachers were not trained to work with this population and the youngsters showed their hostility through recalcitrant behavior. A multiplicity of related problems occurred, many of which have not been resolved. Experts in Education and parents have reacted negatively to this device of getting rid of the problem. It appears that education is not keeping pace with the changing times.

This paper is dedicated to the attempt to describe the role of an administrator's approach to developing a program designed primarily for the handicapped which also assists the borderline group of young people in finding a place in our present-day society.

The program which follows is for secondary students thirteen years of age and older. It is basically a description of my role

as Coordinator (supervisor-administrator) in charge of the Fairview Center which is a pre-occupational training program for handicapped students operated by the Board of Cooperative Educational Services #2 in Southern Westchester County, New York.

PHILOSOPHY

For many years special education students have been housed in regular elementary and secondary schools. At first, this was done in a self-contained situation. The students remained in their classrooms with their special teachers. These rooms were equipped with arts and crafts equipment and small industrial-arts tools to allow for diversification of activities, the feeling being that special education students should not, or could not, work in the same classrooms with regular students. Thus they were in special programs, hopefully equipped to meet all their needs.

This philosophy gradually began to change. Educators became more liberal in their thinking and began to experiment with the idea of assimilating special education students in non-academic areas with regular students. In most cases this was not found to be completely successful. The non-academic areas selected for this experiment usually were Home Economics, Industrial Arts, Music, and Art. There were a number of inherent problems in this integration program. First, the teachers were not trained to work with mentally-limited students and frequently resented working with these students. Secondly, the curriculums were not developed for handicapped students and were generally too technical - the reading and math skills were too high for the slower students. The result was that special students usually experienced failure on the tests given and were afraid to participate in class discussions. Relatively few students benefited from this experiment.

Special educators recognized the need for trade and technical training for special education students. They also felt that the earlier that training started in their educational careers, the better. It is our opinion that the optimal occupational or pre-occupational program for handicapped youngsters should be housed in a comprehensive high school or junior high school setting. At the present time, in a community which has an intermediate Board of Education, this is not feasible.

Fairview Center, a new pre-occupational training program for handicapped students, was established for the purpose of assessing, evaluating, and training these young people in a variety of occupational clusters. These occupational clusters were specifically designed for academically limited and handicapped young people.

PURPOSE

1. ASSESSMENT OF INTEREST AND APTITUDE
2. INSTRUCTION AND TRAINING THROUGH EXPLORATION
3. EVALUATION AND PROGRESS REPORTS
4. RECOMMENDATIONS

ASSESSMENT OF INTEREST AND APTITUDE

It is natural to assume that if an individual has a natural aptitude in a specific area, this would be the intelligent direction to guide, direct, or advise the person to go. One would not argue against this position, all other things being equal. However, it is the writer's point of view that the strongest criteria for guidance should be interest - if the interest is realistically founded and the program is available. When it is possible to find the ideal combinations of interest, aptitude, and availability of program, one's chance for a positive prognosis is excellent.

INSTRUCTION AND TRAINING THROUGH EXPLORATION

For most students the pre-occupational program is a two years' experience. The teachers - whom we feel are experts in their respective fields - have been charged with the responsibility of developing ten weeks' courses of study; one at the advanced level, another at the beginners level. (See Course of Study lesson plan). Concentration is placed on instruction and training in the use of equipment and materials, as well as methods of working in each occupational cluster. Moreover, the teacher is also expected to teach, minimally, the academic skills required in that field. Further academic training is given in the students' second half of the day.

After one quarter in a particular occupational cluster, the student must change to another occupational cluster. As in any small program we are limited in the number of occupational alternatives. There are seven occupational clusters in all.

COURSE OF STUDY (10 weeks)

1. OBJECTIVES FOR THE CLASS
(Occupational Skills to be developed)
2. READING AND SPELLING VOCABULARY
3. MATH SKILLS (desired)

4. AUDIO-VISUALS
(films, slides, tapes, etc.)
5. LIBRARY OF RELATED MATERIALS
6. TESTS TO BE USED (for evaluation of skills)
7. PLANS FOR EVALUATION AND ASSESSMENT OF EACH STUDENT'S SKILLS
8. PLANS FOR QUARTER AWARDS
9. FIELD TRIPS

EVALUATION AND PROGRESS REPORTS

Possibly the most crucial part of the program is the ability to record behavior, assess the records, and evaluate the findings. This calls for a considerable amount of training for the teachers. (In-service Training)

It is vitally important that the teachers explain fully the methods of evaluation; and how the report cards are marked at the beginning of the quarter. Each student will be evaluated four times a year. The final evaluation will be a composite of the year's work.

RECOMMENDATIONS

The final evaluation of the year is a comprehensive team effort. The team consists of coordinator, clinicians (psychologist and social worker), and the teacher. The results of the final evaluation are reported to the parents, home school district, and placed on the permanent record card for each student with a recommendation for the next term.

The most frequent recommendations might be:

1. Continue present program
2. Refer to Division of Vocational Rehabilitation for further training
3. Place in Work-Study Program
4. Recommend to Regular Vocational Education Program
5. Refer to Sheltered Workshop

ADMINISTRATIVE STRUCTURE FAIRVIEW CENTER:
DIRECTOR; ASSISTANT DIRECTOR; SUPERVISOR; CLINICIANS; TEACHERS

SCHOOL PERSONNEL

The selection of personnel for any kind of job is an important and difficult task. This is true of all kinds of public and private enterprises even when they use all available scientific techniques to insure optimum selection of employees. The problem of the school is complicated because of the importance of child-teacher relationships and the general lack of precise knowledge as to just what constitutes a good teacher. This complication serves to highlight the very great importance of doing everything possible to select school personnel in order to assure the best qualified personnel for the various kinds of school jobs.

The primary objective of sound personnel selection is to make possible a level of school operation which is consistent with the nature and the function of the school system and to do so with a minimum loss of time and effort for orientation and subsequent training. Selection is the phase of putting into effect the objective of personnel administration that is concerned with the discovery and employment of personnel who have the ability, will, and necessary initial competency to do the work assigned them.

A secondary objective of a desirable and effective system of personnel selection is the reduction in the need for supervisory services....etc.¹

At the Fairview Center the teachers are expected to have two distinct attributes among others. On the one hand, he must have knowledge; on the other hand, he must have the skill to impart knowledge, to teach, and to influence behavior.

SUPERVISOR (Coordinator)

The writer feels the most apt description of the role of the supervisor is given by Davis and Nickerson in their book Critical Issues in School Personnel Administration, and the following quote is from that text.

"The basic function of this position is: To contribute, through the institution and implementation of the curriculum in his respective area, to maintain the continuity and progression of the growth of pupils; to have the responsibility of supervising, coordinating

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1. James A. Van Zwoll, School Personnel Administration (New York: Appleton-Century-Crofts, 1964) pp. 96.

and evaluating the development and administration of the total program of his department. Major Responsibilities:

- 1) Curriculum development
- 2) Techniques of supervision
- 3) Supervisor-Teacher relationships
- 4) Planning and preparation
- 5) Contributing to the total school effort
- 6) Community and public relations
- 7) Professional growth
- 8) Supervisory staff relationships¹

PSYCHOLOGIST

The psychologist must be familiar with the vast batteries of vocational aptitude tests as well as the general social and psychological tests used in school systems. Further, he should be apt at counseling students, teachers, and parents. When students have extreme emotional or psychological problems, one might look to the school psychologist for approved methods of instruction useful in working around the problem.

School Intake is another vital role handled by the school psychologist. This is the initial screening done with new candidates to the program. A review of his records, interviews with parents, testing when necessary, and recommendations for placement are all a part of the process. In the absence of a vocational guidance counselor, the psychologist or the social worker is expected to assume this role.

SOCIAL WORKER

The Social Worker - like the psychologist - must wear several hats. Besides being the intermediary between the home and school, his role is also to counsel students and parents, follow up attendance problems, be involved in/with community agencies and the school.

The clinicians meet frequently with the supervisor comprising the clinical team for the purpose of discussing, reviewing, and communicating information. These meetings often result in program changes for individual students or the student-body collectively.

1. Donald E. Davis and Neal C. Nickerson, Jr., Critical Issues in School Personnel Administration (Chicago: Rand McNally & Co., 1968), pp. 41.

TEACHERS

"The education of children is the central purpose of any school, and the teacher is the most important single resource in providing a quality education which enables maximum student growth and development."¹

A teacher in the Pre-occupational training school has the same basic responsibilities that all teachers have. They are expected to motivate students to learn, instruct, encourage, stimulate, and evaluate. Moreover, the Center teachers must simulate a work-like situation (employment situation), develop an employer-employee relationship, train students in acceptable work habits, set goals, and set limits; the recording of behavior leading to the completion of a task, the evaluation of the task and, finally, a recommendation based on performance. The teacher, being the expert in the field, is responsible for the basic development of the course of study based on the objectives set cooperatively with the supervisor.

STUDENTS

In order to qualify for enrollment in Fairview Center, a student must be referred by his local school district to the Board of Cooperative Educational Services #2 Special Educational Program. He must be thirteen years of age or older. These students fall into three main disability categories:

- 1) Learning Disabilities
- 2) Emotionally Disturbed or
- 3) Mentally Retarded

BOCES is considered an intermediate Board of Education between the state and the local district. By state law, students can continue their education in BOCES until they are twenty-one years old, if there is a program for them.

PROGRAM

Fairview Center is housed in a new two-story rented building. It resembles an office building more than a school. Within the 20,000 square feet are eight (8) occupational clusters, a Work-Study room, clinical, nurse, and administrative offices.

Based on a survey of community job opportunities, the occupa-

1. Donald E. Davis and Neal C. Nickerson, Jr., Critical Issues in School Personnel Administration (Chicago: Rand McNally & Company, 1968), pp. 41.

tional clusters decided upon were: Food Service, Home Management, Child-Care, Mechanical Skills (2 parts), Business Skills (2 parts), Art, and Driver's Education.

There is a staff of ten teachers, five teacher aides, four clinicians (two social workers and two psychologists), a counselor from the Division of Vocational Rehabilitation (one day a week), a supervisor (Coordinator), a secretary, and a custodian.

The secondary program is divided into two parts. One-half of the day a student is at Fairview Center, the other half-day in a district class for academics. A district class is a classroom located in a regular high school with a special education teacher. The students are bussed from one location to the other.

Since the program is designed to be exploratory in nature, students may elect their first and second choices after a detailed orientation of the program and its options. This is based again on the writer's opinion that interest can be the greatest motivation to success. Moreover, since the program is exploratory, no student can remain in the same occupational cluster for two consecutive quarters. This is to encourage students to move from one cluster to the other. Those students who find they have a definite preference for a specific area are able to select the same cluster four times in two years. This, in a manner of speaking, constitutes a major in the preferred occupational cluster.

Besides the quarterly report card and evaluations, the students possibly may receive one of two awards. One is given for greatest achievement; another is given for the greatest improvement. These awards were devised to encourage low achievers to feel they could attain success for effort. It also has been found that when these awards are being given to the students, their parents should be present. This has created a greater interest on the part of parents who frequently would not be in contact with the school. Letters are sent to the parents prior to the presentation of the awards.

Within the classroom or cluster it is crucially important that students be aware of the system of marking report cards, the evaluations being made, and the possibility of receiving an award. Students are encouraged to compete with other students in increasing skills and competing against themselves for self improvement. Tests given in each area are never to be judged on the student's ability to read, spell, or write. If it is necessary, tests are to be given orally.

EDUCATION OF EMOTIONALLY DISTURBED
WITHIN A RESIDENTIAL SETTING

by Richard R. Peters, Director of Education,
Villa Loretto School, Peekskill, New York,
Ralph Fedullo, Principal,
St. Anne Institute, Albany, New York
Eric Brettschneider, Assistant Director,
Queens Boro Shelter, S.P.C.C., Jamaica, New York

Richard R. Peters

PREFACE

At the 47th Annual Convention of the Council for Exceptional Children, held last April 1969 in Denver, Colorado, the Council for Children with Behavioral Disorders, a division of C.E.C., proposed a resolution to the delegate assembly calling for C.E.C. to:

- (1) "Seek a definition of exceptionality that is educational in its origin and conception, and in its diagnostic and remedial implications and,
- (2) Strongly affirm the inadequacy of the traditional special education model of remediation, and actively affirm the need for the development of a new model that involves the total system and all children."

In a previous paper, Peters (1969) responded to the C.C.B.D. call for a new educational model by adapting concepts from the models of Reynolds (1962), Willenberg (1967), Deno (1968) and Reynolds, Mackinnon, Voelker, et al. (1969), and developed The Total and Open System Approach to Educational Organization. This model is "total" in that it can be utilized to organize educational programs for all children at any given level; and is "open" in that it precludes locking children in or out of educational programs, permitting flow toward levels that more appropriately meet changing educational needs.

The child moves to a new level as a result of his performance, behavior, and educational needs as interpreted by his professional team. In most public schools this team would consist of the classroom teacher(s), principal, educational learning specialist, school psychologist, and ancillary staff, i.e. reading, speech, guidance personnel, etc. The composition of this team will vary according to differences in educational systems, but the decision to place a child in a new educational level should remain a team decision.

The model is also "open" in that results of aftercare, guidance, placement, and other follow-up services flow back to the system providing for program evaluation and on-going program development.

This paper will illustrate the efficacy of applying the Total and Open System Approach to Educational Organization at the Institutional level. Although the focus will be on institutions that provide services to emotionally disturbed, socially maladjusted, and delinquent adolescents, the suggested educational organization and research hypotheses may be somewhat modified and utilized by some institutions caring for other classes of exceptional children.

THE TOTAL AND OPEN SYSTEM APPROACH TO EDUCATIONAL ORGANIZATION AT THE INSTITUTIONAL LEVEL

The model utilized in figure 1 demonstrates the total range of educational programs that exist in many different combinations within institutional schools. Although few institutions or agencies provide all programs, there appears to be three areas of common concern:

- 1) Group or foster home plus education, employment, and post-high school programs,
- 2) Aftercare, guidance, placement and follow-up services, and
- 3) In-service educational programs for staff.

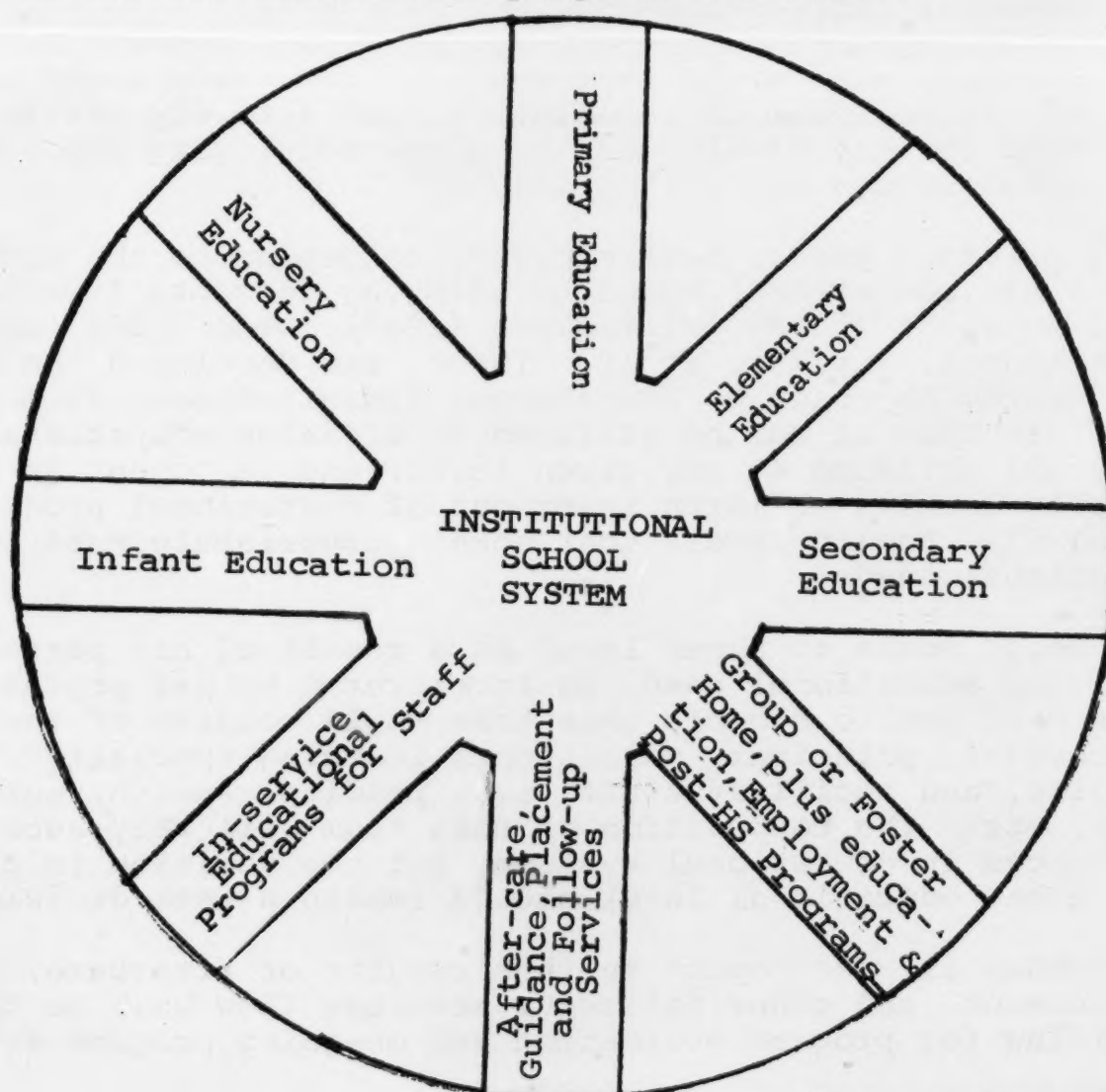


Figure 1.

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Total and Open System
Approach to Educational
Organization: Institutional
School Level

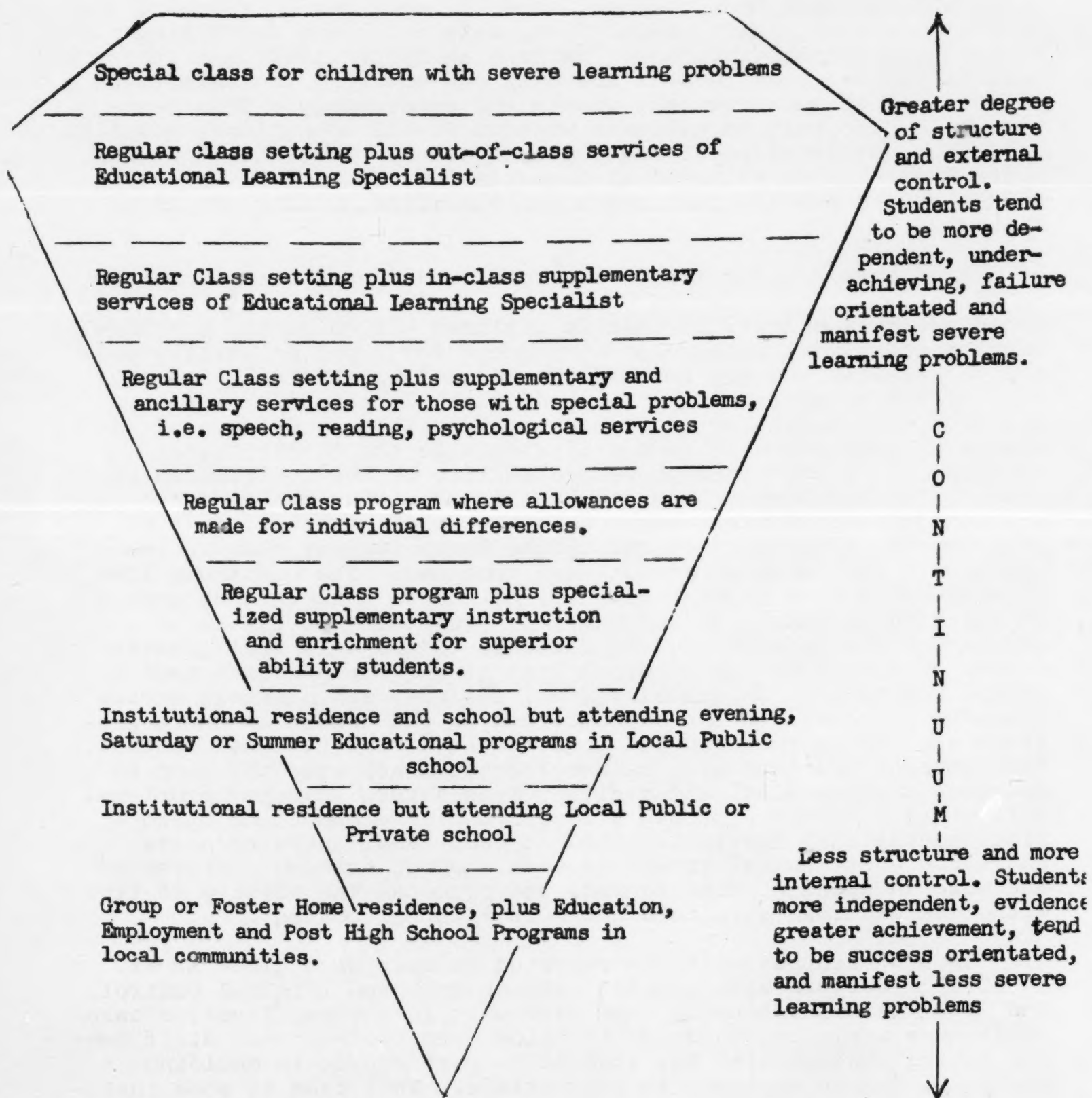


Figure 2.
Total and Open systems Approach
to Educational Organization:
Institutional Level

The paucity of research in each of these areas may only reflect their recent arrival as primary targets for institution administrators, who may have been preoccupied with acquiring appropriate educational monies, staff, facilities, materials, and developing basic instructional programs. Perhaps as Spata (1968) and others have indicated, institutions are only now entering the mainstream of educational and treatment theory and methodology. This mainstream is difficult to navigate without either educational model or direction for development and implementation. The Total and Open System Approach to Educational Organization can be utilized by institutions to provide both model and direction as illustrated in figure 2.

As figure 2 illustrates, the Total and Open System approach to Educational Organization within the institution is unlike other organizational models, in that it includes all children; provides supplementary instruction and enrichment for superior ability students; stresses the key role of the Educational Learning Specialist; offers a comprehensive range of nine educational levels, emphasizes the importance of developing transitional bridges of educational programs with communities outside the institution; stresses the follow-through responsibility of the institution to group or foster homes where students may continue their education and engage in employment and post-high school programs; and emphasizes the "openness" of the system where two-way flow is possible on a continuum of educational programs. The continuum flow is somewhat unique in that it fails to stress a hierarchal order of relative "goodness," "badness," or prognosis for future achievement and adjustment. Educational levels vary from greater degree of structure and external control wherein students tend toward dependency, underachievement, failure, and manifest severe learning problems, to the opposite end of the continuum where programs are less structured and students have more internal control, show greater independence, evidence greater achievement, tend to be success-orientated, and manifest less severe learning problems. This organizational approach stresses the development of appropriate educational levels tailored to individual learning needs, and encourages maximal growth of each student through achievement and more independent functioning, and promotes the ability to live with less external structure and more internal control.

As a student experiences repeated success at a given level, is able to perform with greater independence and internal control, and might possibly benefit from placement in another level, a case conference would be scheduled to allow each professional staff member having contact with the student to participate in deciding whether a change in level is appropriate. This team in some institutions would consist of classroom teacher(s), educational director, psychiatrist, psychologist, social worker, group living parent, and other ancillary personnel, i.e. D.V.R. counselor, reading, speech, employment, and educational learning specialists. Most institutions would have varying combinations of professional staff for the case conference but in all cases would include classroom

teachers (s).

Students may move to programs in either direction of the continuum without necessarily passing through adjoining program levels. It would be highly improbable that many students, for example, would receive instruction in level VI, supplementary instruction and enrichment for superior ability. However, most other combinations of program moves appear possible.

Application of the Total and Open System Approach to educational organization within the institution raises some problems and issues that have to be resolved to permit maximum effectiveness of the total educational program. If, for example, American tradition supports the belief of educational opportunity for all children - and education is the responsibility of the local and state governments - how do institutions acquire necessary educational monies to develop adequate programs for their seriously disadvantaged exceptional children? Should the state or the community from which the child comes bear the major cost of his educational program? Staffing also appears to be a major problem. How do you attract and keep qualified staff within the institutional program? Institutions should be leaders in the field of educational research. How is comprehensive research stimulated? Who should conduct research? Institutionalized children may benefit from attending local public or private day schools. How is this program effectively developed? If post-institutional success and failure are important feed-back information in-puts to the total system, how is this information gathered? Who gathers it? Who evaluates it and recommends implications for program development?

TOTAL AND OPEN SYSTEM APPROACH TO SECONDARY SCHOOL CURRICULUM: INSTITUTIONAL LEVEL

The total and Open System Approach to Secondary School Curriculum utilizes the conventional high school program that presents three categories of course offerings:

- 1) "the core," courses that are required of all students
- 2) "the variables," courses that are tailored to meet individual educational and specialization needs and,
- 3) "the electives," courses that the student elects to bring his program up to the total number of units needed for graduation.

As illustrated in figure 3, the Total and Open System Approach to Secondary School Curriculum is "Total" in that it can be utilized to organize curricula for all students at any given level, and is "open" in that it precludes locking students in or out of educational programs, permitting flow toward curricula that more appropriately meet changing educational needs and interests. The

only program variable that tends to be restrictive in the sense of limiting students' participation in other variables - and to a great extent in common core subjects - is Special Education. Students requiring an optimal program in special education will, in most cases, receive common core subjects within this variable, although maximum integration into the total school curricula will be actively promoted. The Total and Open Systems Approach to Secondary School Curriculum will obviously have to be modified in all respects to meet the unique needs of school systems and the students they serve. This model is considered tentative at this stage of development, and subject to considerable revision.

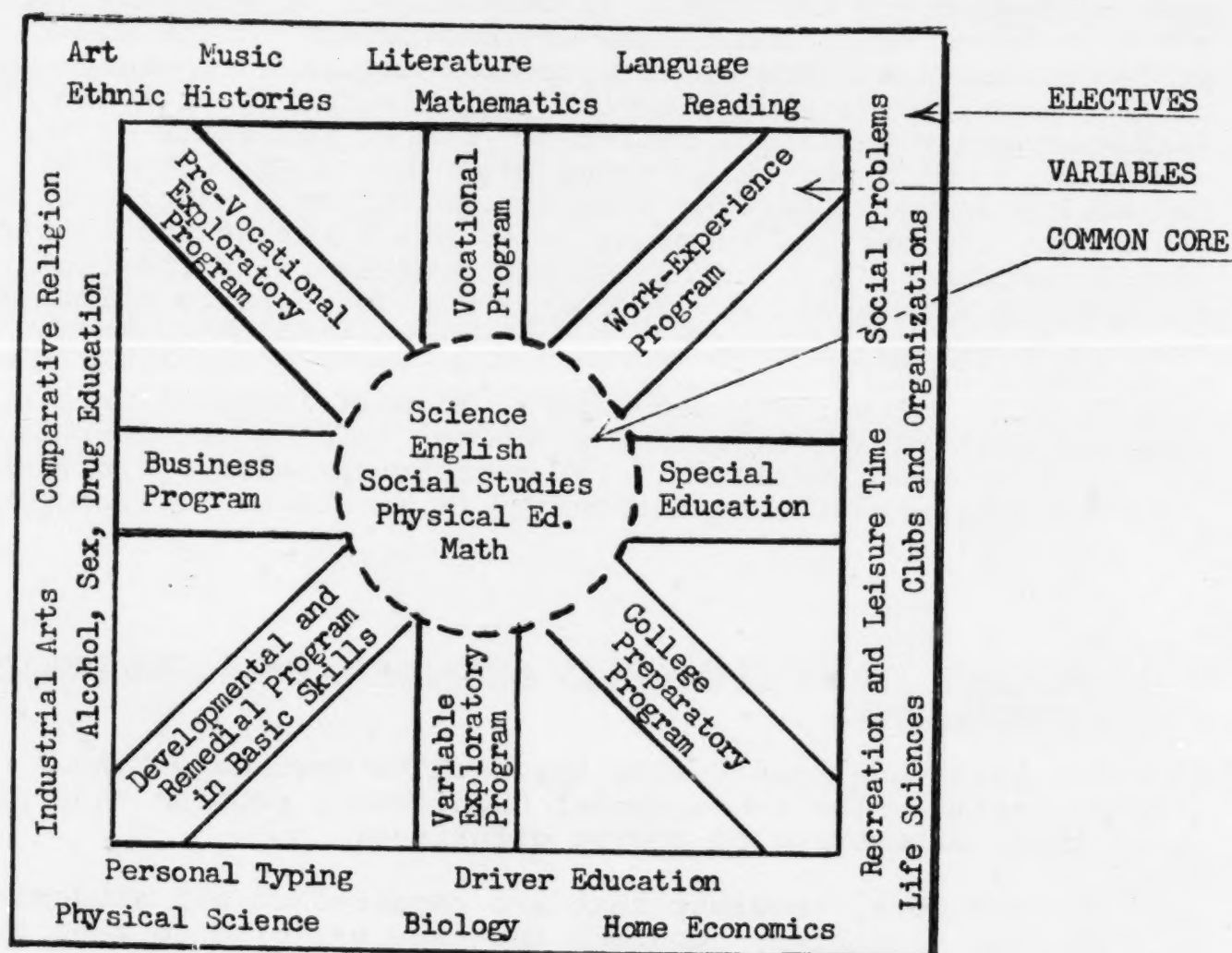


Figure 3. Total and Open Systems Approach to Secondary School Curriculum

HYPOTHESES

1. Institutions that utilize the Total and Open System Approach to educational organization will engage in more follow-up research on students than will institutions that utilize a narrower range of program alternatives within a closed system of educational organization.

2. Students who receive education in institutions that utilize the Total and Open System Approach to educational organization and curriculum will obtain higher gains in intellectual development, academic achievement, social and personal adjustment, than students who received education in institutions that utilize a narrower range of program alternatives within a closed system of educational organization and curriculum.
3. Institutions that utilize the Total and Open System approach to educational organization will develop a more positive community image than will institutions that utilize a narrower range of program alternatives within a closed system of educational organization.
4. Intellectual development, academic achievement, social and personal adjustment of institutionalized students are directly related to the number, variety, and openness of the existing educational programs.
5. The Total and Open System approach to educational organization within institutions will lead to an increase in the number of institution children educated in local public or private day schools, and the number of graduates who continue their education in post-high school programs.
6. Services of an Educational Learning Specialist within the institution will lead to an increase in intellectual development, academic achievement, social and personal adjustment on the part of students, and a greater acceptance by classroom teachers to work with students who have learning problems.
7. Students who receive education in institutions that utilize the Total and Open System Approach to educational organization and curriculum development will manifest a higher degree of post-institution success, as measured by employment history, community adjustment, and records of additional education programs.
8. Local, State, and Federal agencies will tend to grant greater resources and assistance to institutions that utilize the Total and Open System approach to educational organization and curriculum development.
9. The Total and Open System approach to educational organization within institutions will decrease the amounts of time that students spend in the institutions.
10. Insofar as State and Federal monies are concerned, the Total and Open System approach to educational organization within institutions is a far more economical system to operate, as measured by post-institutional records of student financial independence, tax contributions, and rate of recidivism.

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Ralph Fedullo

SAINT ANNE SCHOOL PROGRAM IN BRIEF

Saint Anne Institute has a private non-sectarian school on the grounds run by the Sisters of the Good Shepherd, a Catholic order. It is located on a sixteen acre block in the city of Albany.

The school has a six-year Regents Charter grades 7 - 12, and our students are referred to us through the Departments of Social Services and the courts. The age range of our girls is from 12 - 18. It should be understood that a girl is here for treatment of an emotional problem and that the school is only part of the total treatment program.

One of the prime functions of a teacher at Saint Anne's is to promote and foster good, healthy, positive attitudes in addition to teaching subject matter which will be beneficial to the student in the future. Teachers should be aware of the academic potential and achievement of the student. Our girls, for the most part, have never experienced academic success and it is vital to the total treatment process that they experience some measure of success here.

Over the past several years the type of girl that we have in placement appears generally to be somewhat different. It seems that a good percentage of previous referrals indicated that the girls had more learning disabilities than those who are referred to us today. We have to offer a girl much more than custodial care and protection. This is not to say that these two are not important; they still are essential. The referrals today seem to indicate that the girls are more active and more angry with their present situation. They need closer supervision and firmer controls. This could mean that they are more aware of the world around them and this tends to frustrate them to an even greater degree.

The needs of the girl - from a school standpoint - have changed over the past few years, making it necessary to have a broader curriculum - with more emphasis on preparing a girl for the world of work immediately after leaving Saint Anne's. Our records seem to indicate that we have more girls who have average or above-average ability but who have reading problems. Previously there was much stronger correlation between poor reading ability and average or below-average intelligence. At present, the average girl in Saint Anne's has a higher academic potential, based on tests, than in the past. The referral data also seems to indicate more acting-out on the part of the girls before placement here than in the past.

We have a school staff of 32 full-time teachers, 2 secretaries, and 2 administrators. The breakdown of staff is 9 men and 27 women. We normally operated with 190 girls. At present, we have 165 girls, and we hope to operate effectively with 150 girls with-

out any reduction in Staff. We feel we can render a better service with fewer students in our broad and varied curriculum. In discussing curriculum we will try, briefly, to give an overview of those areas we feel are handled somewhat differently.

(SEE ATTACHMENT A)

The largest cluster of students are in the areas of Business, and Home Economics.

The Home Economics program follows the syllabus of the State Bureau of Home Economics. In this way a student who is discharged can return to school in her community and fit into its curriculum. We offer a sequence in Home Economics of I, II, and III for a major, and a special Interest course Home Economics 9-Sewing - a one-semester $\frac{1}{2}$ -credit subject; also a course in Household Budgeting. Because of the activities involved, Home Economics is beneficial for the student who cannot handle the restricted classroom setting. Too, the creativity allows a vent for expressing themselves. In a relaxed situation, the student learns - but also relates to others, and sometimes becomes better able to handle her problem.

A variety of learning situations and techniques are used such as:

1. Films
2. Filmstrips
3. A program with the nurse covering pre-natal care, birth of a baby, and post-natal care.
4. Social situations that they might experience after leaving school now would be prepared for:
 - a. Coffee hour to meet new kindergarten teacher; dress manners; foods served; how to take; talk; introductions; importance of Mother's interest in school to the child. Actual coffee hour is prepared and done with students playing roles.
 - B. Buffet Supper: type of foods served; how to set up table etiquette; dress. Supper is prepared and served with the class as guests.
 - C. A Tea to meet a new minister at church. Again, a variety of food, service, manners, dress are stressed.
 - D. A Bake or Pie sale
5. Almost all food experiences in the lab are complete meal type with budgeting of time, money, and energy stressed. Food order, costs, nutrition, and a rotation of job assignments are included.

6. All participate in a cookie project for one week at Christmas, so that they feel they do something at holiday time for someone else less fortunate than they are. This year 1800 cookies were distributed.

Clubs in Foods and Clothing meet twice a week and are set up for those who are not in the Home Economics school program, so that they can benefit from at least part of our program. Through this scheduling we handle about 75% of the population of our school.

In all our business courses we try to involve as many machines and learning devices as possible, the reason being that many of our girls are anti-social by nature, and initially they are better working with things than with people. They vent some of their hostilities, etc., on the machines. It should also be noted that the machines do a great deal of the work and they experience success (i.e. right answers, a visual success, and card punched correctly). The beauty of office machines and keypunch is that a girl works at her own speed and can enter the course anytime throughout the school year without really having to catch up with the work.

After the machines orientation, we gradually gear the work towards something meaningful. The girls work on projects that are submitted by the various disciplines of the institute. The Office Practice class does most of the work concerning bulletins, programs, etc., that the school uses.

In Business Law those things are discussed and geared toward everyday practical application of fundamental consumer guide-type examples. The things discussed are really what the girls or the girls' families have experienced so that they can have a better understanding of what has happened and what could happen. In this area we are trying to give an awareness of their rights as a consumer under the law - and by the same token to respect the rights of others. All of our students who are with us for 2 years will have taken a typing course, either Typing I or Personal Typing.

We make a definite effort to involve as many of the departments as possible on any given project. For example, our Fashion Show involved the following disciplines:

Fashion Show -	Trade Sewing	- Fashions
	Cosmetology	- Hair style
	Home Ec.	- Reception
	Maintainance	- Stage
	Art	- Decorations
	Business	- Programs
	English	- Public speaking
		- Poise

Our Reading Program at SAI is preventative, developmental, and corrective/remedial. Developmental - in that some girls who

take reading do not have a reading disability per se, but who need a re-education in those skills and abilities that will enable them to interpret what they need and want to read. For example, some good readers are helpless when it comes to knowing what type of reference work to consult for information about a particular subject. Or, they haven't the slightest notion what topic or key word to look up. Others never think of consulting a dictionary for the pronunciation of an unfamiliar word because the pronunciation symbols baffle them. Then there are those superficial but "fast" readers who can answer almost any "fact" question but hardly ever interpret beyond isolated facts to see relationships that will enable them to understand and appreciate the overall theme or point of a selection. Students with the above-mentioned problems benefit greatly from the use of certain parts of the work-book Basic Reading Skills, Tactics in Reading, SRA Labs - to mention just some of the material we have available here at SAI.

We also have some girls who read at grade level but because of regressions, read slowly. These girls are put on the Controlled Reader and Tach X to increase their rate of reading. Also, with this student we use the Listen and Read Tapes.

For those students who need corrective remedial help, a careful study is made of the types of exercises and materials needed to alleviate the existing disabilities of the student. Some of the materials used with this kind of student are Phonics Worksheets, Spelling-Learning Games, the Audio Flash Card System, and The Hoffman Projector, SRA Labs, and The Controlled Reader and Tach X. Here at SAI, The Botel Inventory, SRA Starting Level Indicator, and the Gates MacGinitie Reading Tests are used as evaluative instruments. A variety of materials and exercises are employed which are commensurate with a given student's reading needs. Due to the complexity of the reading art, no one set of materials or exercises is so complete that it will suffice for all needs. We are also unique in that we do offer reading from grades 7 through 12.

The Reading Center's major goal at SAI is to take the girl from where she is reading and attempt to get her to read to the full limit of her capability; and to direct and coordinate her reading in the content areas. We operate under the axiom that every teacher is a teacher of reading.

We operate our History Department within the framework of the New York State syllabi. We believe in the unwritten law - history must be relative. Our girls have very creative minds and must feel as if what they create is not in vain. Too often in their own history they have experienced failure in that whatever they have done has received minimal approval, acceptance, or reward from their parents, peers, and most people with whom they have come in contact. Because of this we feel it necessary to allot time for our students to express their own opinions. After gathering certain facts on issues - whether contemporary or historical - it is most important to make each girl feel her opinion is valid when based on facts, and that it has worth. It is also important

for each girl to respect the other's opinion. Therefore, the history program at Saint Anne's is based around this important concept.

Our students - in addition to being creative intellectually - are also creative artistically, and our art program gives them an opportunity to exercise both. One can see by the list of art courses that many phases of art are offered. Art is one area that the "success" or finished product manifests itself quickly, giving more motivation for the next step.

The 7th and 8th graders' programs are typical in that we follow the New York State syllabus. However, one feature we feel is unique is that in our Junior High math, part of the program deals with the use of the Calculator - both manual and electric. We have found this most effective in that the girls are working independently and really test themselves, and don't experience the embarrassment of failure, wrong answers, etc. Once they have mastered this, they have a better understanding of how to get the right answer. We find it good therapy to have our girls "take out" on the machine some of the inner feelings they may have.

Throughout the school year our 7th and 8th graders take "field trips" to our vocational programs and other classes in grades 9 - 12. On these field trips the girls ask the teachers and students questions about subject area.

Our 7th period is our Club or activity period. This is a period in which the girls have a choice of any two clubs. If a girl does not wish to join a club or activity she does not have to participate. Every Friday, during the 7th period, we have an Assembly.

We have a Community Services Program with offices in Buffalo, Utica, and Albany. These offices service the many counties that surround them. We try to work with the parents or guardians of our students when the girl is in placement - and after the girl leaves, she can use these services if she so desires.

We have found our In-Service Program for our teachers to be invaluable. Some of the topics discussed:

1. Type of school and school requirements
2. Types of placement:
 - a. Diagnostic meetings
 - b. Treatment meetings
 - c. Pre-placement meetings
 - d. Intake meetings
3. Procedure when a student arrives
4. Duties of a Teacher at Saint Anne's
5. a. Home visits
 1. Purpose
 - b. Visiting days
6. Types of student we accept.

- a. Previous referrals
- b. Present referrals
- c. Forecast of future referrals
- d. Profile of the Institution
- 7. Community Services
- 8. Group Therapy
- 9. How other disciplines function at Saint Anne's
- 10. Child-caring agencies in New York State

These meetings also give us an opportunity to meet with the girls' social workers, group mothers, and other staff members at SAI.

In the future we hope to continue to try to meet the needs of our girls; and be able to make their chances in the community better if they have the knowledge and tools society expects of young people.

The primary reasons for a Summer Program are:

- 1. To provide healthy, worthwhile, mental, physical, cultural activity and experiences; and
- 2. To provide an opportunity for some students to "catch up" academically.

Reading, remedial math, English, and cosmetology classes are offered for credit. The girls participate in swimming, softball, tennis, yard games, crafts, art, music, and all-day picnics on a rotating basis.

Small groups attend Orchestra and Ballet series and special events at Saratoga Performing Arts Center, Tanglewood, Jacob's Pillow, Lake George Opera. The girls visit the Catskill Game Farm, Ridin Hi Dude Ranch, area concerts, etc.

The girls have been deprived educationally, culturally, and economically, and we feel that we are making a contribution through a costly but effective Summer Program.

Summer Program Personnel includes: 1 Cosmetology teacher, 3 Reading teachers, 2 English teachers, 2 Physical Education teachers, 1 Music teacher, 1 Art teacher, and 9 counselors. Group Mothers and Assistant Group Mothers also provide valuable assistance.

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ATTACHMENT A

LOCAL SCHOOL DIPLOMA

Sixteen units of academic credit, as approved by the University of the State of New York are required for Saint Anne Institute diploma including: 4 years of English, 3 years of Social Studies, General Science, or Physical Science, $\frac{1}{2}$ unit of Health, Biology, or Home Economics, a major sequence in one field totaling 3 units, and electives chosen from any field.

SCHOOL DIPLOMA

This diploma will be awarded to those students who have failed to meet minimum school requirements of the Local School Diploma, but have shown maximum interest and effort. These students must also give positive indication that they will make worthy citizens. The passing mark for this type of diploma will be a circle 65.

REGENTS DIPLOMA

Eighteen units of academic credit are required and, in addition, the candidate must pass the Regents Examination in those subjects in which Regents Examinations are given. Requirements: English 4 years and the passing of the Comprehensive English Regents Examination, Social Studies 3 years and the passing of the American History Regents Examination, General Science, $\frac{1}{2}$ unit of Health or 1 unit of Biology or Home Economics, one year of Mathematics (Algebra, General Math, Bus. Arith. or the equivalent of one full year of math, such as in the related mathematics field, in your high school program), major sequence in one field totaling 3 units (the passing of Regents Examinations where these are given and required) and electives chosen from any field. Regents subjects must be passed at 65% or higher.

Pupils may select major sequences from the following fields:

Commerce
Home Economics
Languages

Science
Mathematics
Cosmetology

Trade Sewing
Nurses Aide

To qualify for graduation, students must have fully completed the courses of study selected and approved, and must pass school or Regents Examinations given in that course. Pupils who maintain a final average of 65% or better in a subject and who fail in the Regents Examination, will earn the local diploma, provided they have met all requirements for constants, majors, and electives.

CURRICULUM

The courses offered at Saint Anne Institute are listed below. The number preceding each subject indicates the number of units of credit assigned to it. The number following each subject denotes the year during which the subject is usually studied.

ENGLISH

- | | |
|--------------|--|
| 1 English 9 | 1 English 11 |
| 1 English 10 | 1 English 12 |
| | $\frac{1}{2}$ World Literature 9, 10, 11, 12 |

HEALTH

- 1 or $\frac{1}{2}$ Health 10, 11, 12

SCIENCE

- | | |
|----------------------|--------------------|
| 1 Physical Science 9 | 1 Chemistry 11, 12 |
| 1 Biology 10 | |

SOCIAL STUDIES

- | | |
|-------------------------------|-----------------------------|
| 1 Citizenship Education 9 | $\frac{1}{2}$ Sociology 12 |
| 1 World History 10 | $\frac{1}{2}$ Government 12 |
| 1 American History I - 11, 12 | |

MATHEMATICS

- | | |
|------------------------------------|-------------------------------|
| 1 General Math. 9, 10, 11, 12 | 1 Tenth Year Math. 10, 11, 12 |
| 1 Elementary Algebra 9, 10, 11, 12 | 1 Eleventh Year Math. 11, 12 |

ART

- | | |
|-----------------------------|------------------------------|
| 1 Studio in Art 9 | 1 Needlecrafts 9, 10, 11, 12 |
| 1 Introduction to Design 9 | 1 Costume Design 10, 11, 12 |
| 1 Ceramics 9, 10, 11, 12 | 1 Textile Design 10, 11, 12 |
| 1 History of Art 10, 11, 12 | 1 General Art 9, 10, 11, 12 |
| 1 Jewelry 9, 10, 11, 12 | |

HOME ECONOMICS

- | | |
|-------------------------------|------------------------------------|
| 1 Home Economics I - 9, 10 | $\frac{1}{2}$ Budgeting 10, 11, 12 |
| 1 Home Economics II - 10, 11 | $\frac{1}{2}$ Sewing 9, 10, 11, 12 |
| 1 Home Economics III - 11, 12 | |

INDUSTRIAL ARTS

- | | |
|---------------------------|---------------------|
| 2 Trade Sewing I, II, III | 2 Nurses Aide I, II |
| 2 Cosmetology I, II | |

COMMERCIAL SUBJECTS

- | | |
|----------------------------------|----------------------------|
| 1 General Business 9, 10 | 1 Comptometer 11, 12 |
| 1 Business Arithmetic 10, 11, 12 | 1 Key Punch I - 10, 11, 12 |
| 1 Typewriting I - 10, 11, 12 | 1 Key Punch II - 11, 12 |

1 Typewriting II - 11, 12	1 Office Practice 11, 12
1 Shorthand I - 11, 12	½ Retailing 11, 12
1 Bookkeeping I - 10, 11, 12	½ Bus. Management 11, 12
1 Bookkeeping II - 11, 12	½ Personal Typing 9, 10, 11, 12
1 Business Law 12	

LANGUAGES

1 Latin I - 9, 10, 11, 12	1 French I - 9, 10, 11, 12
1 Latin II - 10, 11, 12	1 French II - 10, 11, 12
1 Latin III - 11, 12	1 French III - 11, 12
1 Latin IV - 12	1 French IV - 12

READING

1 Reading 9, 10, 11, 12

MUSIC

½ Music History and Appreciation 9, 10, 11, 12
 ½ Chorus 9, 10, 11, 12

JUNIOR HIGH 7-8

English 7, 8	General Music Educ. 7, 8
Arithmetic 7, 8	Personal Typing 7, 8
Home Economics	
Gen. Science	
Cit. Education 7, 8	
Gen. Art 7, 8	
Reading	

PHYSICAL EDUCATION AND SUMMER PROGRAM

RELIGION

All Catholics take religion.

Ethics is given to Non-Catholics

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Eric B. Brettschneider

HUMAN RELATIONS IN SCHOOL TO SUPPLEMENT THE CLINIC IN RESIDENTIAL TREATMENT

Sunday. Visiting day at the residential treatment center and a mother arrives to visit her son. The child-care counselor has a negative report. "Your son was involved in selling marijuana; he physically injured two younger boys; he poured pancake syrup over all the case records; he appears generally not to be adjusting well to placement." Mother responds, "But how are his grades in school?" Perhaps the child-care worker explains to the woman that her question is inappropriate...that there are more important priorities in her son's life than good grades. In fact, the worker might advise that the mother should be more concerned about her son's interest in school and his progress in treatment. It seems, however, that residential treatment centers also get caught in this same kind of compulsion. The child is in a residential treatment center for psychotherapeutic purposes (the intention of psychotherapy of these purposes is defined as helping the person to feel good about himself and his future) and the total environment should cater to his purpose. Though it is true that school structure and a student's achievements will contribute to a child's therapeutic program, I am placing the emphasis on the need for a human-relations-focus in the residential school. Compartmentalization is the sin; the Mother-clinic consistent and cooperating, or becoming one with the school is the goal. As the consistent parent, the school may begin to relate to some of the same problems emphasized by the clinicians with perhaps some of the same jargon. For example, the clinician is concerned about feelings, and though the student may not be able to display expertise in history, math, or science, he is potentially an expert on his feelings. When personal feelings about something are called for, the pressure or ignorant silence is relieved and replaced by interest. Joy, according to William Schutz¹ is the realization of human potential. Awareness of self and one's open, honest relation to the reality of cooperative society is the stuff which brings joy to the classroom as well as to the social worker's office. Relevance is not an educational cliché - especially for the emotionally disturbed child. The child's recent history, his presence at the residential center, the here-and-now-world of classroom, classmates, and teacher presses at the child.

There is a need for human-relations emphasis:

- 1) in the class;
- 2) in teachers' training; and perhaps
- 3) for teachers, parents, and children together.

The implementation of human-relations emphasis now seems to be handled through team conferences or integration meetings; to this might be added team teaching by a teacher and a therapist or a redesign of the

¹ William C. Schutz, Joy, New York; Grove Press, Inc. 1967

teacher's role and training. The teacher or teacher-therapist team might employ:

1. Sensitivity training and encounter techniques;
2. Psychodrama and related tools;
3. Human relations games for academic subjects;
4. More didactic presentations to deal with such topics as family life, drugs, values, hypocrisy, self-defeat, and trust;
5. Career investigating and planning.

The sensitivity training and encounter philosophies are intensely influencing the field of education. Emphasis on small group process in the classroom has replaced the expert-dummy model. Before the class functions as a group, encounter philosophy would suggest that inclusion be dealt with...that by use of encounter exercises or certain shared experiences the group explore the problem of including all its members. Also, the class would consider each individual's need to control and be controlled, and each member's need to receive and give affection. Since this classroom description begins to resemble that of a group-therapy session perhaps, for a period of time, an individual might live, learn, and receive therapy as part of the same group. This would resemble many of the total intense educational environments of certain drug-treatment programs.

The concept of helpful, open, honest feedback is at the core of sensitivity training and is also significant here. The teacher who deals with the feelings that are working against a child's interest may then move on to content learning. George Leonard, in Education and Ecstasy, claims that many teachers deal with human relations problems in other ways:

How do teachers bear their tragic task? They learn to look away. They hasten to a way of talking that lets them forget their problems. What cannot be solved is named. Once named, it does not seem to need a solution so urgently - perhaps never. James 'acts out.' (He is mad as hell at his teacher). Melissa is an 'underachiever.' (So be it). Susan suffers from 'dyslexia.' (That means, Shh! Don't let the parents in on it - can't read). In certain early elementary classrooms, the disease is strangely absent. In others, a dozen or more suffer from dyslexia. (They can't read).

Some teachers become actors. They generally enter this calling in later grades, where the lecture system (best way to get information from teacher's notebook to student's notebook without touching the student's mind) flowers fully. Retiring behind a psychic

proscenium arch, the actor-teacher is forever safe from the perils of education. His performance flourishes. He plays for laughs and outraged looks. Phantom applause accompanies his trip home to his wife and he cannot wait to go on stage again. Assured of a full house and a long run, he knows the critics will be kind. Those who give him a bad review will get a failing grade.²

Human-relations training for teachers might include some sensitivity training. According to Henry Clay Smith's definition³ "sensitivity is the ability to predict what an individual will feel, say and do about you, himself and others," an ability which clinicians and teachers alike should master. Sensitivity for Smith is composed of level (the perceiver's general tendency to make favorable or unfavorable ratings), spread (general variability of a perceiver's estimates and judgments), empathy (tendency of a perceiver to assume that another person's feelings, thoughts, and behavior are similar to his own), observation abilities (awareness), stereotype accuracies (perceiver's ability to determine how people are alike) and individual accuracy (ability to perceive uniqueness of individuals). Says Smith, "Experience indicates that the components of level, spread, empathic, observational, stereotype, and individual accuracy can be measured with the same precision as other abilities when the same psychometric techniques are employed."⁴ Studies of Estes (1938), Luft (1950), Wedell and Smith (1951), Soskin (1954), Taft (1955), Grossman (1963), and Weis (1963)⁵ indicate that clinical psychologists are no more sensitive (if not less) than musicians, physical scientists, or graduate students. Anyone dealing with emotionally disturbed youngsters would surely be more effective if he were sensitive to the feelings of each student.

Although psychodrama is valuable as a method of acting out scenes from a person's past, present, or future which fit together around a central problem theme, there are certain psychodramatic devices which might be employed in the classroom without relation to family history. Role-playing, for example, might be used between teacher and student. The chance to be "teacher" can be revealing for the entire class - including teacher. The student playing his alter-ego while another student role-plays him is another possibility. Using role-playing with literary or historical characters may also encourage individual investment. Recently, a group of twelve-to thirteen-year-old boys and girls were involved in a stock scene psychodrama at the Queens Children's Shelter. The scene: One student plays the customer at an

² George B. Leonard, Education and Ecstasy, New York: Delacorte Press. 1968, pgs. 2-3.

³ Henry Clay Smith, Sensitivity to People, New York: McGraw-Hill Book Company. 1966, pg. 3.

⁴ Ibid., pg. 175.

⁵ Ibid., pg. 7-8

ice cream counter. The second plays a counter attendant pre-coached to be impatient. The customer is hassled by the counter-man: "What flavor do you want? Make up your mind. I don't have all day!" The student who had played the customer was now asked to switch roles and play the hostile counterman - he was encouraged to get angry (something he usually has no trouble doing), but he wasn't convincing. "I know how it feels to be the customer," he explained. Another student who appeared confused by the psychodrama was asked to be the counterman. He was placed in position, but a minute passed and he had not said a word. The boy playing the customer became impatient, "Let's get started." "Wait your turn - you're not the only customer around here," snapped the not-so-confused counterman. The group discussion that followed the scenes concerned the variety of ways adults treated young people and then the possible reasons for this negative behavior. Psychodrama allows an individual to learn, asserts J. L. Moreno;⁶ that he is not as alone in his experiences and feelings as he thinks.

The advantage of many of the encounter exercises is that they are non-verbal. The boy asked to non-verbally express his feelings about the class is often more easily able to put his fingers to his nose than to say, "I feel it stinks." Sensitivity training is valuable in that the guides or rules of sensitivity training (e.g. "maintain sequential thinking" or "remain in the here and now") are more easily accepted than on-going rebukes that an individual is interrupting or that he is off the subject or out of the here and now. Similarly, Clark C. Abt suggests that classroom games, such as the ones he outlines in Serious Games⁷ emphasize, "Who am I?" rather than, "Who will win?" These elaborately designed units apply monopoly-like structure to subjects from math to history. Abt states that "even the most rebellious students seem to accept without question the rules of a game, and there is little problem with discipline." Clark C. Abt's remarks about the advantages of game-playing seem to fit in with the discussion of all the human relations activities we have been discussing: "The teacher's role in a game is not one of a dictator of class activities, but rather that of an arbiter, explainer, coach, and conceivably a player."⁸ Although Abt admits that playing educational games may not change a child's personality, he lists rational decision-making, understanding cause-effect relationships, rewards of self-restraint, and awareness of circumstances and relationships outside their personal experiences, as subjects stressed by these games. Also, Abt lists active learning, immediate reinforcement, self-development, versatility, improved attention span, and communication as some of the learning advantages of game activities.

⁶ Jacob Moreno, Comments made by Moreno at the Moreno Institute, New York, 1968.

⁷ Clark C. Abt, Serious Games, New York: The Viking Press, 1970, pg. 7.

⁸ Ibid., pg. 67.

The career planning to which I referred earlier concerns the translation of a last minute guidance counselor interview and test, to give a youngster career direction into a full program which would help children in the high school and intermediate level understand clearly what education and what specialized training is appropriate to various vocational fields. My concern is to provide orientation to help young adults understand the alternative that exist...to help them wonder intelligently about what they want to be when they grow up (i.e. What is a sociologist? A steam fitter? A psychologist? A brick layer?...What do these people study? Where? How long? What choices are there in a particular occupation and how can they grow within their field? What style of living is encouraged by membership in one of these occupations?). I am promulgating the substitution of something other than chance for a youngster's choosing his career.

In Institutional Behavior, Floyd Allport makes clear his opinion that education's purpose is not to transmit accumulated knowledge and culture of an unalterable society. Allport places emphasis on helping individuals to "find and express themselves,"⁹ and consistent with the guides of sensitivity training, Allport stresses immediacy. "Adult stability, wisdom, knowledge, sensitivity to other people, responsibility, strength and purposiveness, self-integration, and more effective functioning as a person" are the concerns for education which Stone and Church suggest in Childhood and Adolescence.¹⁰ Though training courses in driving, electronics, carpentry, or food service can achieve high interest, educational experiences for the emotionally disturbed child can relate more to the academic by returning to the individual and his feelings. Though schooling should, as Stone and Church claim, turn "attention of individual outwards; away from himself and toward the world at large," there is something about a youngster living in a Greenwich Village loft, or tripping on LSD, or involved in a close relationship with a sexual partner that makes these aspects of their life primary. Whether it is a feeling of community, a chance to share feelings openly without consequences, affection, or escape that a young person finds on his AWOL from an institution, the institution should meet these needs. Community, affection, and interest should be available in the classroom. The human-relations problems a child faces are not placed in his locker in exchange for his books; competition between classroom structure and day dreams is not solution. Whether psychodrama, sensitivity training, encounter technique, career planning, teacher therapist teams, serious games, or concern with such topics as sex, family, drugs, physiognomic sensitivity (interpreting facial expressions), etc. are employed, the affective components as well as the cognitive components of every student - if switched on - could support the primary purpose of residential treatment - treatment.

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⁹ Floyd Allport, Institutional Behavior, Chapel Hill, North Carolina: University of North Carolina Press, 1933. Pg. 385.

¹⁰ L. Joseph Stone & Joseph Church, Childhood and Adolescence, New York: Random House, 1957. Pg. 345.

¹¹ Ibid., pg. 239.

Special Insert

An Illustration of an Experience with a Specific Sensitivity
Training Technique for Teachers

Title: Becoming Sensitive to the Young Reader

Instructions: Cover 2 and 3 and read 1

Cover 1 and 3 and read 2

Cover 1 and 2 and answer 3

1. ① — — 3 = book
2. □ . + = lug
3. □ — — 3 = ?

* * * *

Footnotes

- (1) William C. Schutz, Joy, New York: Grove Press, Inc. 1967.
(2) George B. Leonard, Education and Ecstasy, New York: Delacorte Press, 1968, pgs. 2-3.
(3) Henry Clay Smith, Sensitivity to People, New York: McGraw-Hill Book Company, 1966, pg.3.
(4) Ibid., pg. 175.
(5) Ibid., pg. 7-8.
(6) Jacob Moreno, Comments made by Moreno at the Moreno Institute, New York, N.Y., 1968.
(7) Clark C. Abt, Serious Games, New York: The Viking Press, 1970, pg. 7.
(8) Ibid., pg. 167.
(9) Floyd Allport, Institutional Behavior, Chapel Hill, North Carolina: University of North Carolina Press, 1933, pg. 385.
(10) L. Joseph Stone and Joseph Church, Childhood and Adolescence, New York: Random House, 1957, pg. 345.
(11) Ibid., pg. 239.

References

- Abt., C.C., Serious Games, New York: The Viking Press, 1970.
- Allport, F., Institutional Behavior. Chapel Hill, North Carolina: University of North Carolina Press, 1933.
- Leonard, G.B., Education and Ecstasy. New York: Delacorte Press, 1968.
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- Stone, L.J., & Church, J., Childhood and Adolescence. New York: Random House, 1957.

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CLASSROOM TECHNIQUES FOR TEACHING EMOTIONALLY DISTURBED
KINDERGARTEN AND PRE-KINDERGARTEN CHILDREN
FORM: EDUCATIONAL; INTENT: THERAPEUTIC

PARTICIPANTS

Chairman: Mrs. Judith Bloch, Director
Pre-Schooler's Workshop, Garden City, New York

Panel Members: Mrs. Irene Craft, Head Teacher
Mrs. Georgene McKernan, Teacher

THE SCHOOL'S PROGRAM

Mrs. Bloch began by presenting the program and philosophy of Pre-Schooler's Workshop - a voluntary nursery in Garden City, New York. The school offers a program for the very young child; the child whose level of social, emotional, and intellectual functioning is impaired, but is neither clearly brain-damaged nor retarded. This child is sometimes hyperactive or withdrawn, and seems unable to control his inner impulses. His perception of self, of where he is and whom he is with, is confused. Such a child may have difficulty communicating and verbalizing. This child differs significantly from that which is considered normal; and thus he cannot derive meaningful benefits from the regular school program. Such a child may have a diagnosis of childhood schizophrenia, infantile autism, or neurological impairment.

Such children can benefit greatly from a carefully programmed group experience with people who are neither frightened nor angered by his behavior; and who can help him take in his new surroundings. In a non-threatening, controlled setting, with trained staff, a variety of experiences are offered such a child to stimulate socialization. The child is encouraged to communicate and verbalize; to relate to others and participate in group activities. An appropriate use of materials is demonstrated and encouraged. Staff attention is directed towards structuring and focusing the child's activities so that he acquires more skills with dressing, eating, and toileting. Given a flexible, orderly schedule of activities, the child can develop more independence and ability to do for himself.

Admission is determined on the basis of the child's functioning and behavior, as well as the diagnosis. Applications from the parents of children between the ages of two-and-one-half years and six years are accepted, although children may be maintained in the school past seven years of age. Children should have a diagnostic evaluation completed prior to application. Those found suitable for our program are accepted on a six-week trial basis.

Classes are small; there are approximately six children in a group with two teachers. The children of nursery age attend

school five mornings a week. The children of kindergarten age are in school a full day from 9:15 AM to 2:15 PM. Mothers of the children in the school are expected to participate in a mothers' group which meets regularly twice a month.

IMPORTANCE OF EARLY INTERVENTION: EMOTIONALLY AND ACADEMICALLY

Intervention, in the form of a therapeutic nursery - close to the onset of pathology - may be more effective when the child is still young, rather than in later programs. The cost of maintaining a child for life in a state institution is approximately \$220,000. This is particularly likely with the young, seriously disturbed child with a diagnosis of schizophrenia or infantile autism and for whom there is a grim prognosis. A special pre-school/kindergarten program costs about \$10,000 and can ward off and prevent the need for custodial care. If educators are convinced of the value of pre-school training, they should responsibly persuade their legislators and school districts to introduce and develop programs.

The importance of an early beginning and therapeutic intervention at the most receptive time cannot be overemphasized. Pre-Schooler's Workshop is convinced of the values and the importance of the child's being in school. Parents are sometimes told that the child is not yet ready for a classroom setting. In fact, functionally he may not be ready - but he can't ready himself at home. The child must be put into a classroom, and once there, he will learn with the assistance of skilled teachers to cope and deal with those of his problems preventing classroom adjustment. This may be anxiety and panic, or other special behavior problems that present the teacher with management problems.

Our experience has led us to conclude that the child needs help in an early beginning with learning as well as behaving. The functional retardation does not automatically lift as the child is helped to cope with behavioral problems, unless the child is given specific help in overcoming learning deficits. Our conclusions are supported by a study done by M. Havelkova who also points out the value of helping the child in the academic areas at an earlier age than usually deemed appropriate.

An initial assessment of each child is made by the teachers, in consultation with the director, that is focused on the child's behavior and his current level of functioning, as well as on his academic functioning. The first staff conference is concerned with arriving at an individualized program for each child with a short term goal concerned with the question: What does this child need to know or what is he able to do - right now, in this classroom in order to function - and how can staff first help him achieve this? In the past, the traditional team has not always focused together on this particular question and therefore the team approach did not lead to better services for children. Too often the various disciplines did their separate, unrelated

activities without integrating it in any meaningful way for the child. An approach that arrives at something better than each might do separately is the school's objective.

The following case studies illustrate specific school techniques, and some solutions to some common problems in dealing with children with problems. The child, Georgia, is presented because of the problem she presented on admission to school. She was in constant near-panic, and noisy distress, totally unable to tolerate the classroom situation. The carton box was a successful technique for helping her cope with the classroom. It let her know that the teacher realized her panic and non-verbally (because Georgia had no language) protected her by providing her with a carton box playhouse into which she could withdraw.

A. Georgia - She entered school at two years, ten months and presently is four and one-half. She was a hyperactive, mechanical, robot-like child whose initial reaction to school was one of intense anxiety. She dealt with school panic by whimpering, rocking on her haunches, and withdrawing. She would sit on the floor, arms outspread, swaying rhythmically back and forth. A cardboard box playhouse was installed in the classroom to help her cope with anxiety. This gave her the ability to control the amount of intensity of contact and permitted her to withdraw, although not to leave the room. She spent four months in the box, at first cautiously observing classroom activities from window of "house," next venturing to a spot just outside the door. Finally, she was able to cope with the noise activity, and the children, and gradually was able to join them for longer periods of time.

Afraid to touch, she used her teacher's hand as an extension of her own. The broader, long-range educational goal was to prepare Georgia for Pre-Schooler's kindergarten. This objective was to be reached by providing her with sensory perception and motor activities that would help her attend and be more meaningfully related.

B. Mary - This child entered school at five years and presently is six and one-half years of age. Her capacity to experience feelings was impaired. She was unable to differentiate animate and inanimate objects. While she had communicative speech, it was sparse, and spoken in a robot-like manner. She parroted speech of others. She never smiled and had a blank expression with lack of affect on her face at all times. Initial goal was to help her to see herself as an acting, reacting, and interacting social being. She was seen from the beginning as capable of acquiring more formal academic skills.

C. Peppe - This child entered school at four and one-half and presently is six and one-half years of age. When he began, he was assaultive to teachers, himself, and children in the classroom. He had an extremely low frustration tolerance.

If his immediate wish was not gratified at once, he threw chairs and spit in teacher's face. Peppe has just begun to acquire speech. He was encouraged to verbalize his feelings rather than act out. When he began, his goals were acquisition of self control, speech, and academic skills.

Mrs. Craft was then introduced and she proceeded to discuss and demonstrate the methods that she has used in teaching Mary and Peppe to read and write. The prerequisite to all academic teaching is structuring academic ideas into play (e.g., if the child is building a bridge of blocks, concepts of under, around, on top of, may be taught). Turning learning activities into games wherever possible is equally useful (e.g., the child closes his eyes while teacher changes the number of blocks he is to count).

The child needs the feeling of success for the growth of his own ego as well as for a motivating force for further learning. His work must be challenging without going beyond his capacity. Continuation of work beyond the child's capacity leads to frustration and tension; therefore, all lessons are planned in steps of gradually-increasing difficulty. If the teacher finds the child is having difficulty - even after practice - then she goes back a step to reinforce the skills at the point where the child achieved success before going on to more difficult material.

At Pre-Schooler's Workshop, writing, reading, and spelling are taught simultaneously by using an electric approach incorporating the work of Newell Kephart, Grace Fernald, Marianne Frostig, and Sylvia Ashton-Warner. It is a multi-sensory approach involving the tactile-kinesthetic, auditory, and visual modalities simultaneously.

Readiness for these academics include activities using the larger muscles (i.e., the child learns the meaning of "up" by putting his hands up) since concepts become meaningful through bodily activity. Subsequently, when the teacher draws an upward stroke on the chalkboard and says "up," it is not a meaningless abstraction. Activities are planned progressing from the successful use of large muscles to the use of fine muscles; from the use of concrete materials to the use of pictures; and then to abstractions such as numbers and letters. The teacher starts at a low level and advances quickly or slowly as the success of the child indicates. For example, writing starts with practicing strokes at chalkboard and in finger paint; this is followed by paper (with progressively narrower lines) and pencil. Only then are work books introduced. At the point when the child is able to write letters with crayons, word recognition is introduced by having the child write his own words on large pieces of cardboard (see Sylvia Ashton-Warner's "Teacher") which are kept for further use. If a typewriter is available, it aids in the simultaneous learning of lower-and upper-case letters. In Peppe's case, it also served as a motivating agent. The typewriter was used as a reward for successful completion of a writing task.

Classroom academic activities stress numbers, letters, sounds of letters, identification of objects, names of shapes, names of colors. Teacher-made materials which necessitate the child's active involvement have been found to be most useful.

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ASSOCIATION OF NEW YORK STATE EDUCATORS OF THE EMOTIONALLY DISTURBED

PROGRAM

of the

FIFTH ANNUAL

ANYSEED CONFERENCE

Co-Sponsored by the New York State Education Department

at

Grossinger's
Grossinger, New York

May 22, 23, 24, 1970

Conference Theme:

"THE CLASSROOM: INSIGHTS INTO EDUCATIONAL EVALUATION
IN SCHOOL PROGRAMS FOR EMOTIONALLY DISTURBED CHILDREN AND YOUTH"

PROGRAM - FIRST DAY - FRIDAY, MAY 22, 1970

4:00 p.m.
to
6:00 p.m.

CHECK-IN TIME

7:00 p.m.

DINNER

8:30 p.m.
to
10:30 p.m.

FIRST GENERAL SESSION - Convention Hall

Presiding

Mr. Norman E. Friedman, President
of ANYSEED; Counselor-Supervisor, Union
Free School District No.3, Hawthorne
Cedar Knolls School, Hawthorne, New York

Address

"AN INSIDE OUTSIDER" - Mr. Raphael F.
Simches, Assistant Director, Division
for Handicapped Children, State Education
Department, Albany, New York

PROGRAM - SECOND DAY - SATURDAY, MAY 23, 1970

8:30 a.m. BREAKFAST

10:30 a.m. to 12:30 p.m. WORKSHOP SESSION NO.1 (see pages 6 through 9)

Chairman Mr. Herbert J. Friedman, Director of Special Education, Linden Hill School, Hawthorne, New York

12:30 p.m. LUNCH

2:00 p.m. to 4:00 p.m. SECOND GENERAL SESSION - Convention Hall

Presiding Mr. Norman E. Friedman, President of ANYSEED

Address "THE BEHAVIOR WAS VIOLENT ALRIGHT; BUT WHAT ELSE WENT INTO IT?" - Dr. Fritz Redl, Distinguished Professor of Behavioral Sciences, Wayne State University, Detroit, Michigan

4:00 p.m. to 5:30 p.m. ANNUAL ANYSEED BUSINESS MEETING - Convention Hall (available only to paid-up Regular Members of ANYSEED)

6:30 p.m. to 7:30 p.m. COCKTAIL HOUR

7:30 p.m. DINNER

PROGRAM - THIRD DAY - SUNDAY, MAY 24, 1970

8:30 a.m. BREAKFAST

9:30 a.m. to 11:00 a.m. WORKSHOP SESSION NO.2 (see pages 6 through 9)

11:00 a.m. to 12:30 p.m. THIRD GENERAL SESSION - Convention Hall

Presiding Mr. Gerald E. Moore, President-Elect of ANYSEED, Conference Coordinator; Teacher of Children with Learning Disabilities, A.G. Berner High School, Massapequa Park, New York

Address "A SYSTEMATIC APPROACH TO CLASSROOM ANALYSES: THE TAXONOMY OF AFFECTIVE BEHAVIOR" - Dr. Leonard Kaplan, Associate Professor of Elementary Education, College of Education, University of Florida, Gainesville, Florida

1:00 p.m. LUNCH

WORKSHOPS

SATURDAY
10:30 a.m. to 12:30 p.m.

SUNDAY
9:30 a.m. to 11:00 a.m.

WORKSHOPS WILL BE PRESENTED ON BOTH SATURDAY AND SUNDAY
UNLESS OTHERWISE SPECIFIED

WORKSHOP #1

FACTORS IN TEACHER PERSONALITY THAT AFFECT HER BEHAVIOR IN SCHOOL

Co-Chairman: Dr. Carroll A. Felleman, Coordinator of Teacher
Training for Emotionally Disturbed Children at
Brooklyn College, CUNY
Co-Chairman: Dr. David D. Tobin, Coordinator of Teacher
Training for Emotionally Disturbed Children at
Richmond College, CUNY

WORKSHOP #2

PROVIDING FOR EMOTIONALLY DISTURBED CHILD IN A REGULAR SCHOOL SETTING - A COOPERATIVE INTEGRATED APPROACH

Chairman: John J. Carey, Supervisor of Special Education,
BOCES, Yorktown Heights, N.Y.
Panelists: John Massimiano, Supervisor of Special Education,
BOCES, Yorktown Heights, N.Y.
Pat Spendolini, Teacher
John Leifheit, Principal, Crompond Elementary
School, Yorktown Heights, N.Y.
Eugene Arcery, Director of Pupil Personnel Services,
Mahopac School District, Mahopac, N.Y.
Richard L. Hodgett, Physical Education Department,
Yorktown Heights, N.Y.

WORKSHOP #3

VISUAL LITERACY

Chairman: Samuel B. Ross, Jr., Headmaster, Green Chimneys
School, Brewster, N.Y.
Panelists: Charles Earle, Administrative Assistant, Wiltwyck
School, UFSD #11, Yorktown Heights, N.Y.
Sandra Earle, Classroom Teacher, BOCES, Buchanan, N.Y.
Herbert Luberman, Director of Audio Visual, Curriculum
Research Center, Fox Meadow Road, Yorktown Heights, N.Y.
Edwin Wood, Research Associate, BOCES 1, Yorktown
Heights, N.Y.
Thomas Stratton, Graphic Artist, BOCES 1, Yorktown
Heights, N.Y.
Dr. Robert Whitsitt, Principal, Ramapo School District
#14, Lakeside School, Spring Valley, N.Y.
Jack Debes, Coordinator of Educational Projects,
Eastman Kodak Company, Rochester, N.Y.
Myra M. Ross, Director of Guidance, Green Chimneys
School, Brewster, N.Y.
Patrick Culhane, Teacher, Green Chimneys School,
Brewster, N.Y.

WORKSHOPS
(continued)

WORKSHOP #4

CLASSROOM TEACHER'S ROLE AS EVALUATOR OF EMOTIONALLY DISTURBED CHILDREN

Co-Chairman: Robert J. White, Teacher of Emotionally Disturbed,
BOCES, Liberty, N.Y.

TOPIC: The Necessity for Medical, Psychiatric, Psychological,
Educational, and Other Diagnoses to Implement a
Meaningful Program

Co-Chairman: Tessie Sheingorn, Educational Supervisor, Manhattan
School for Seriously Disturbed Children

TOPIC: Curriculum Design Based Upon Teacher Assessment
of Child

WORKSHOP #5

DIAGNOSIS AND IMPLEMENTATION FOR PROGRAMMING

Chairman: Viola Kantrowitz, Remedial Reading Department,
UFSD #3 at Linden Hill, Hawthorne, N.Y.

Panelists: James Brown, Educational Supervisor, Children's Village,
Dobbs Ferry, N.Y. Researcher and Writer.
Elizabeth Kopitz, School Psychologist, BOCES 1,
Yorktown Heights, N.Y.

WORKSHOP #6A
(Saturday Only)

THE MOBILE CLASS - A TEACHING LEARNING PROGRAM FOR UNDERACHIEVING
ELEMENTARY AND INTERMEDIATE SCHOOL CHILDREN

Chairman: Lestina M. Grant, Junior Guidance Supervisor
Panelists: Myrtle Gohring, Guidance Counselor, P.S. 51
William Smith, Teacher, P.S. 51

WORKSHOP #6B
(Sunday Only)

FOOD AS A PSYCHO-EDUCATIONAL TOOL

Chairman: Mildred Huberman, Supervisor, Junior Guidance Program,
New York City

Panelists: Judy Schmidt, Curriculum Consultant
Trudy Hoffman, Guidance Counselor
George Sanger, Audio Visual Consultant
Peter Hannon, Teacher
Aurelia Allen, Supervisor, Junior Guidance

WORKSHOPS
(continued)

WORKSHOP #7

PRESENTATION OF SCREENING INTERVIEW AND DIAGNOSTIC WORK-UP OF CASE AT
PSYCHIATRIC NURSERY OF MENTAL HEALTH CLINIC AT BELLEVUE

Co-Chairman: Elsbeth Pfeiffer, Coordinator of Special Teaching,
Bank Street College of Education, New York City

PRESENTATION OF DIAGNOSTIC WORK-UP
AT JUNIOR GUIDANCE PROGRAM IN NEW YORK

Co-Chairman: Sadie Stein, Supervisor, Junior Guidance Program

WORKSHOP #8A
(Saturday Only)

INNOVATIVE JOB TRAINING PROGRAM. "PROJECT REJOIN" - SPECIFICALLY
DESIGNED FOR EMOTIONALLY DISTURBED FEMALE ADOLESCENTS

Chairman: Richard R. Peters, M.S., Director of Education,
Villa Loretto School, Peekskill, N.Y.
Panelists: Louis J. Piro, M.D., Medical Director
Walter J. Finnegan, Assistant Executive Director,
former Director of Psychological Services
Sister Mary Angelique, Ph.D., Clinical Coordinator
Stuart Greif, M.A., DVR Counselor
Paul Raihofer, B.A., Employment Director
Sister Mary Louis, Group Mother
Sister Mary Regina, M.S., Reading Coordinator

WORKSHOP #8B
(Sunday Only)

USE OF AUDIO VISUAL MATERIALS IN WORKING WITH EMOTIONALLY DISTURBED
CHILDREN IN THE CLASSROOM AND IN A LEARNING CENTER

Chairman: Marquerite Harris, Stewart School, Garden City, N.Y.

WORKSHOP #9A
(Saturday Only)

USE OF TOKEN ECONOMIES IN SPECIAL EDUCATION

Chairman: Patricia Brennan, Teacher, Clear View School,
Echo Hills, Dobbs Ferry, N.Y.
Panelists: Elaine Shapiro, Assistant Teacher
Carol Butcher, Teacher
Francine Mancuso, Teacher

WORKSHOPS
(continued)

WORKSHOP #9B
(Sunday Only)

PRE-OCCUPATIONAL AND VOCATIONAL PROGRAMS FOR EMOTIONALLY DISTURBED
AND LEARNING DISABLED

Chairman: Robert J. Thomas, Coordinator of Secondary Special
Education at BOCES 2, Elmsford, N.Y.
Co-Chairman: Robert B. Phillips, Coordinator of Secondary Special
Education at Fairview Center, Greenburgh, N.Y.

WORKSHOP #10A
(Saturday Only)

USE OF PARA-PROFESSIONALS WITH STUDENTS IN SPECIAL EDUCATION

Chairman: JoAnne Kemple, Teacher, Clear View School, Dobbs
Ferry, N.Y.
Panelists: Jean Collins, In Charge of Teacher-Mom Program,
Mamaroneck, N.Y.
Bernice Wilson, Psychologist, Mamaroneck Schools,
Mamaroneck, N.Y.
Joan Darkenwald, Group Teacher, Mamaroneck, N.Y.

WORKSHOP #10B
(Sunday Only)

EDUCATION OF EMOTIONALLY DISTURBED WITHIN A RESIDENTIAL SETTING

Chairman: Richard R. Peters, M.S., Director of Education,
Villa Loretto School, Peekskill, N.Y.
Panelists: Steven Delman, Director of Education, Mt. Florence
School, Peekskill, N.Y.
Ralph Fedullo, Principal, St. Anne Institute,
Albany, N.Y.
Eric Brettschneider, Queens Boro Shelter, S.P.C.C.,
Jamaica, N.Y.

WORKSHOP #11A
(Saturday Only)

CLASSROOM TECHNIQUES FOR TEACHING EMOTIONALLY DISTURBED
KINDERGARTEN AND PRE-KINDERGARTEN CHILDREN
FORM: EDUCATIONAL. INTENT: THERAPEUTIC

Chairman: Judith Bloch, Director, Pre-Schoolers' Workshop,
Garden City, N.Y.
Panelists: Irene Craft, Head Teacher
Georgene McKernan, Teacher

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